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ABSTRACT

Prepared as part of a project to promote service-learning activities at community colleges, this sourcebook presents essays by college faculty detailing service-learning models and strategies. Following a brief foreword, an introductory essay describes the project, indicating that it involves a team of five faculty members who have built service-learning teams on their own campuses and held training sessions with over 300 faculty at other campuses. Five models of service-learning are then presented through the following essays: "Collaboration in Action: Service-Learning at Middlesex Community College" (Pamela Edington and Donna K. Duffy); "Civic Democracy and Civil Diversity" (Robert W. Franco); "Service-Learning at the Community College of Rhode Island" (Jim Glasson); "One Model of Integrating Service-Learning into the Curriculum" (C. David Lisman); and "Historical Overview and Current Models of Service-Learning at Mesa Community College" (Sue McAleavey). Lessons learned from the field are then described with respect to overall project strategies that have proven successful and effective conceptual and operational strategies for developing service-learning programs. The final section provides the following five case studies detailing individual faculty members' experiences in developing service-learning activities: "Journey to a Shifting Paradigm" (Donna K. Duffy); "Cultivating the Spirit of Service" (Robert W. Franco); "Service and Social Transformation" (Jim Glasson); "A Civic and Community Development Model" (C. David Lisman); and "The Dean's Dilemmas" (Sue McAleavey). Biographies of contributing authors are attached. (HAA)

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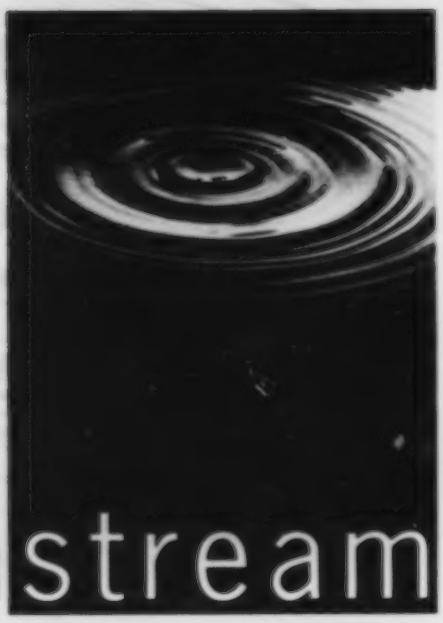

From the margin to the mainstream

The faculty role in advancing *service-learning* on Community Colleges

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From the Margin to the Mainstream:

The Faculty Role in Advancing Service-Learning on Community Colleges

Models
Lessons from the Field
Case Studies

Terry Pickeral and Karen Peters
Executive Editors

September 1996

From the Margin to the Mainstream: The Faculty Role in Advancing Service-Learning on Community Colleges is published by the Campus Compact National Center for Community Colleges through a grant to advance service-learning on community colleges. This sourcebook is part of the Center's strategy to provide technical assistance to community colleges and their partners throughout the nation.

On behalf of the Campus Compact National Center for Community Colleges (CCNCCC), I extend a heartfelt thanks to the authors who contributed articles and to the Center staff for their efforts to create this sourcebook.

— Terry Pickeral, CCNCCC

THE CAMPUS COMPACT NATIONAL CENTER FOR COMMUNITY COLLEGES

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The Campus Compact National Center for Community Colleges, established in 1990, has a dual mission. First, it serves as a national advocate for community colleges to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means of improving teaching and learning to the benefit of students and the communities in which they serve.

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September 1996

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FOREWORD

For more than a year, five community college service-learning faculty members have taken up the call to advance service-learning on their campuses and throughout the nation through The Faculty Role: From the Margin to the Mainstream project. They have built a cadre of service-learning faculty on their own campuses, engaged more than three hundred faculty on over fifty other campuses through workshops and training sessions, and have presented workshops at several state and national conferences.

Project faculty members have enhanced their own skills in employing service-learning strategies in their classes and on their campuses. In addition, they have aligned service-learning efforts with their own professional development and have received awards, promotions, and other recognition for their work.

This sourcebook contains their stories, their contributions, and their work to advance service-learning as an authentic pedagogy. It is chockfull of rich information, resources, and strategies that assist faculty and others interested in moving service-learning to the core of the academy.

The Margin to the Mainstream sourcebook is divided into three sections. The first examines five models of integrating service-learning on community colleges; the second identifies lessons from the field that have been gleaned from the project's first year; and the third offers five case studies providing scenarios and dilemmas for the reader to consider.

You will notice that the five models are very distinctive, proving, we believe, that there is no *one right way* to integrate service-learning into the academic curriculum. There are some similarities in the models, including the salient role of faculty and aligning service-learning with good teaching and scholarship. We encourage you to examine the model at your institution and consider how the models we present can help you advance service-learning on your campus.

The Lessons from the Field section identifies general, conceptual, and practical lessons we have garnered from our experiences in the project's first year. Examine these lessons and consider how corresponding strategies may be employed in your work and in the work of other faculty on your campus.

The five case studies offer you an opportunity to examine a particular scenario and derive solutions to corresponding dilemmas. We have not provided the solutions; however, we believe the previous two sections in this sourcebook and the references begin to frame possible strategies to overcome barriers and facilitate service-learning as an effective pedagogy.

We challenge you to use this sourcebook for both its content and process. We believe the information is valuable in advancing service-learning strategies. We also believe the process of presenting models, lessons from the field, and case studies is effective to motivate and educate faculty to integrate service-learning into their courses.

— Terry Pickeral

"The Faculty Role: From the Margin to the Mainstream project has much in common with the movement approach to education suggested by Palmer. It helps faculty to recognize that there are personal as well as academic reasons to integrate service-learning into their courses. It creates affinity among service-learning faculty, providing encouragement and support for faculty who oftentimes feel 'marginalized.' The project creates a public voice, proclaiming to others the authenticity of service-learning pedagogy. And finally, faculty engaged in service-learning acquire rewards both within the academy and outside. This project, therefore, renews individuals, campuses, and communities as they participate in academic-based service and learning."

— Terry Pickeral

A Project Of the Faculty, By the Faculty, For the Faculty

by
Terry Pickeral

Over the past ten years, many community colleges nationwide have considered and implemented service-learning strategies on their campuses. In 1990, to support these efforts and align service-learning with good teaching and scholarship, the Campus Compact National Center for Community Colleges (the Center) was established. Located on the Mesa Community College campus in Mesa, Arizona, the Center is recognized as a national service-learning resource for community colleges.

In 1994, with funding from the Maricopa Community College District/Mesa Community College and Campus Compact, the RAND Corporation assessed the Center and its programs, providing recommendations designed to guide future planning. Titled *Future Directions for the Campus Compact Center for Community Colleges (Futures)*, the 1994 RAND report identified the need for faculty training with financial support and publication of written resource materials as the major obstacles participants encountered in the development of service-learning programs. The report defines a need for technical assistance to help service-learning coordinators, faculty, and administrators build understanding and support for service-learning on campus. The following resources were identified to satisfy this need: descriptive information about what service-learning is and how it can benefit students, faculty, the institution, and the community; models; case studies of how other institutions have overcome these obstacles; and guidelines or suggestions for winning faculty support and participation.

The Project

The RAND report and other national service-learning initiatives that aligned service-learning with faculty development led the Center to develop The Faculty Role: From the Margin to the Mainstream project. This project builds on the experiences of service-learning faculty and colleges and advances service-learning efforts at a rate never experienced before on college campuses.

Funded by the Corporation for National Service Learn and Serve America: Higher Education, the project was developed on the belief that faculty are the key to integrating service-learning on community colleges and that they have the ability to influence their peers to consider and employ this pedagogy. The project is also consistent with national Campus Compact initiatives to strengthen the academic nature of service-learning and the Corporation for National Service goals to provide high-quality learning opportunities to college students through service that meets community needs.

The project also is consistent with the educational reform movement process suggested by Palmer (1996). His thesis is

that educational movements develop through a series of four stages. In the first stage, an individual makes a decision to stop leading a "divided life" and make a personal commitment to following his or her values. In the second stage, individuals begin to form affinity for mutual encouragement and support, moving from an individual commitment to group cohesion. In the third stage, individuals within the group discover that their problems are not private but have been determined by public conditions and therefore require public remedies. In the fourth stage, the individuals and the group develop ways of rewarding people for sustaining the movement itself.

The Faculty Role: From the Margin to the Mainstream project has much in common with the movement approach to education suggested by Palmer. It helps faculty to recognize that there are personal as well as academic reasons to integrate service-learning into their courses. It creates affinity among service-learning faculty, providing encouragement and support for faculty who oftentimes feel "marginalized." The project creates a public voice, proclaiming to others the authenticity of service-learning pedagogy. And finally, faculty engaged in service-learning acquire rewards both within the academy and outside. This project, therefore, renews individuals, campuses, and communities as they participate in academic-based service and learning.

The major goal of the project is to facilitate the successful integration of principles of good service-learning practice into faculty development and the academic curriculum. The project design and activities engage five faculty in encouraging and supporting service-learning on each of their own campuses and ten additional campuses within a geographic region. The project faculty members and their geographic regions are outlined on the following page.

This trained cadre of service-learning faculty work with three constituencies: (1) a group of faculty on each of their own campuses; (2) faculty on the ten campuses within each of their assigned regions; and (3) faculty they impact through state, regional, and national workshops and conferences. In addition, the project is committed to developing and distributing high-quality service-learning resources that establish standards of good practice, campus integration models, and strategies to integrate service-learning into the academic core of the academy.

It is usually the case that faculty participate in large service-learning conferences or institutes that provide information on the *why* and the *how* of this teaching strategy. While many times the information and resources motivate faculty to develop or enhance service-learning within their courses, responses to specific concerns and the lack of follow-up often leave faculty without a firm commitment and plan. The Faculty Role: From the Margin to the Mainstream project operates differently. Project faculty members meet with community college faculty one-on-one and in small groups on their campus to provide information, encouragement, support, and technical assistance. The project faculty orient their work to the needs and assets that exist within each campus and the interests of each faculty member.

This process yields (1) answers to specific questions faculty pose, (2) resources specific to the academic

discipline of the faculty member, (3) strategies and action plans to integrate service into college courses, and (4) follow-up that supports the faculty member long-term.

This project significantly expands the work of the Center, state Campus Compacts, the national Campus Compact, and other national service-learning and education organizations.

Administrators who have been limited by time and resources in their ability to educate, train, and provide technical assistance and support to community college faculty are now assisted by project faculty to advance service-learning on community colleges.

The Faculty Role: From the Margin to the Mainstream

Project Faculty Member	Geographic Region
Donna Duffy Middlesex Community College (MA)	CT, MA, ME, NH, VT
Robert Franco Kapi'olani Community College (HI)	CA, HI, OR, WA
Jim Glasson Community College of Rhode Island (RI)	DL, PA, NY, RI
David Lisman Community College of Aurora (CO)	CO, ID, MT, UT, WY
Sue McAleavey Mesa Community College (AZ)	AZ, LA, NM, NV, TX
Elaine DaBelko* Hocking College (OH)	IL, MI, MN, OH

*Due to the success of the project, we have added Elaine DaBelko to our faculty cadre to work with community colleges in part of the Midwest in 1996-1997.

From the Margin to the Mainstream

During its first year, the five project faculty interacted with over three hundred community college faculty on more than fifty campuses. Their efforts have led to an increase in the number of service-learning faculty and the development of resources and strategies that support service-learning as an effective pedagogy.

In this sourcebook, the project faculty (1) identify five models of service-learning integration, (2) provide lessons learned from their first-year experiences, and (3) develop five case studies for the reader to consider in integrating service into the academic curriculum.

You will explore the history, challenges, strategies, and successes of five community colleges in their efforts to move service-learning to the academic core of their institutions. You will find many common themes among the models, as well as specific strategies that correspond to the campus culture and other conditions. We encourage you to glean strategies from these models that assist you and your campus in moving service-learning to its mainstream. You will examine conceptual and practical lessons from the field that have developed through their work with over three hundred faculty members. And you will examine five case studies that address common challenges to service-learning integration and encourage you to create successful solutions to the dilemmas.

It is our hope that this sourcebook motivates and educates faculty, administrators, students, and community partners to consider its models, share its lessons, and learn from its case studies. The lasting outcomes will foster a philosophy and belief by faculty and administrators that service-learning is a legitimate teaching method. Its rewards lie in student academic learning, faculty development, and the positive contribution community colleges make in their communities.

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Models for Service-Learning

"The initial strand of service-learning begun in 1992 has formed into a web of many individuals in our MCC community. Through the work of the Margin to Mainstream grant in recent months, strands of service-learning in other New England colleges are now developing into webs. In the future, we hope that our collaboration with other institutions will be so strong and so extensive that we live up to the words of the Ethiopian proverb, 'When spider webs unite, they can tie up a lion.'"

— Pamela Edington, Donna Duffy

Collaboration in Action: Service-Learning at Middlesex Community College

by
Pamela Edington and Donna K. Duffy

Middlesex Community College
Bedford, Massachusetts

Collaboration in action has been the central defining feature of the service-learning program at Middlesex Community College since its inception in 1992. In the belief that the most effective and sustainable service-learning program should model the core values of reciprocity and equality, we have from the beginning sought an open and free exchange with faculty, administrators, staff, students, and community agencies. We recognize that our program will grow *only* as a result of a collective and collaborative effort. This climate of openness was succinctly described by a first-year faculty member who joined the service-learning faculty group this year. She relayed her initial fears about being in a group with experienced professors and then remarked, "I felt so supported and valued by the group; people were really interested in what I had to offer." In the following paper we will discuss how our program demonstrates collaboration in action and share illustrative milestones.

Background

Middlesex Community College (MCC), established in 1970, is the largest community college in the commonwealth of Massachusetts. The college serves a culturally diverse community at two campuses, one in suburban Bedford and one in the city of Lowell. MCC has 127 full-time and 180 part-time faculty members who are responsible for the instruction of 4,300 students. MCC, a vital educational, economic and cultural resource for Middlesex County, has committed its resources to develop nationally recognized programs in student success (Roueche & Roueche, 1993), instructional development (Duffy & Jones, 1995; Jones & Duffy, 1991), international study (Rubin, 1995) and most recently, service-learning (Edington, 1995). The culture at MCC values student-centered approaches, supports innovation in the classroom, encourages cooperation among administrators, faculty, and staff, and strives to be responsive to the needs of the local community.

First Step

Hunger, Homelessness, and Social Policy was MCC's initial service-learning course in 1992. The course was developed through the efforts of Dean of Social Sciences Pamela Edington, who made connections with the community, a local university community service program, and a VISTA volunteer. Successful implementation of the course provided evidence on two critical issues. First,

students at the college were interested in pursuing a course with service-learning; second, connecting to the community could be beneficial to everyone concerned. With this concrete information available, we could justify the value of the program and discuss possibilities for expansion.

The early strategy of collaborating with others has remained a standard operating procedure in our program and has resulted in steady and deliberate growth, as shown in Table 1 below.

Three milestones in our program development effectively reinforce our initial vision that collaboration in action would lead to a strong and sustainable program:

Milestone 1: Collaboration with faculty

In order to build faculty interest in service-learning and to invite additional partners into ownership of the program, we shared information on service-learning as a pedagogy, cited the Hunger, Homelessness, and Social Policy course as a concrete example, and sought resources for faculty innovators willing to try a new approach. In 1993, with the help of an Integrating Service in Academic Study grant from the Campus Compact National Center for Community Colleges and matching funds from Middlesex, stipends were offered to four faculty in the Social Sciences division to create and pilot service-learning options in their courses. The four faculty, with Pamela Edington and Geralyn Vasile, formed a team that met regularly throughout the semester.

An equally important support for faculty was the creation and maintenance of authentic connections with organizations and agencies that were potential collaborators in the local community. The current demands on faculty time are so pressing that it was essential to identify an additional partner to interface with community representatives. The VISTA volunteer, Geralyn Vasile, helped to identify community needs and to educate faculty on best practices in service-learning. Her continuation in this role was essential to our success.

In addition, Dean Edington remained a member of the team, providing insights from her own service-learning experience and her perspective as an administrator. The team met together, compared notes, and began to form the nucleus for further expansion. Faculty raised concerns about student learning, Geralyn reflected questions and needs from the community,

Table 1. The Growth of Service-Learning at MCC

	1992-1993	1993-1994	1994-1995	1995-1996
Students	48	50	68	170
Service Hours	686	704	1,487	3,404
Agencies	15	25	30	43
Faculty	6	6	10	24
Courses/sections	5/5	5/6	12/14	21/29

and Pamela helped to handle administrative matters expeditiously. At the end of the semester, the team presented findings at a regional conference. The presentation was a way to celebrate and share the lessons we had learned. The collaboration in action of faculty, staff, and administration at MCC's divisional level led to an awareness of the need to incorporate the participation and support of the whole institution.

Milestone 2: Collaboration within the institution

In order to expand service-learning beyond the division of social sciences and to offer new opportunities for faculty and students, we needed to secure a larger share of institutional resources. Our chief academic officers, Dr. Carl Schilling, and later Dr. Charmi Sperling, encouraged the linkage of service-learning with other high-priority initiatives at the college, such as instructional development and core curriculum. With institutional support from MCC President Carole A. Cowan and funding from the college and a Learn and Serve America grant from the Massachusetts Commission on National and Community Service in 1994 and 1995, a budget for service-learning was incorporated into MCC's financial planning. By securing the position of service-learning coordinator, we were able to ensure that relationships with the community could grow in harmony with the growth of our service-learning courses in academic programs.

To interest more faculty in service-learning, we joined with the college's instructional development program, Activating Learning in the Classroom (ALC), to provide two seminars. Attending faculty learned about service-learning in the first seminar, created a written plan for implementing service-learning in one of their courses, and then shared their plan with colleagues in the second seminar. As a result of the seminars, additional faculty incorporated service-learning into their courses and a part of the ALC program. Service-learning now enters into many formal and informal presentations about teaching and learning at the college.

Milestone 3: Collaboration outside the institution

One of the most important outcomes of the Learn and Serve grant was the linkage with a statewide consortium of higher education institutions and stronger connections with a much larger national network. Membership in the statewide consortium had important effects on the continuous improvements of our course work and community connections. By sharing our syllabi and experiences, we contributed to the growing base of knowledge of service-learning. By establishing a service-learning advisory board with community members, we ensured that our work at the college would be aligned with the needs and concerns of our local community partners.

In 1995 three members of the MCC community accepted positions that would further enhance collaboration outside of our institution. President Carole A. Cowan was elected co-chair of the Massachusetts Campus Compact, Dean Pamela Edington was elected as co-chair of

the Advisory Board of the Massachusetts Campus Compact, and Professor Donna K. Duffy was selected to join the Invisible College, a national group of educators interested in service-learning. The active involvement of a president, dean, and professor demonstrated the united commitment of our institution to service-learning; this collaboration within our college remains a key factor in the continuing success of our service-learning programs.

Partnerships with organizations outside of the college provided us with more new ideas and opportunities. We applied for a grant from the Campus Compact National Center for Community Colleges focusing on the The Faculty Role: From the Margin to the Mainstream. As a recipient of this grant, we have been able to expand service-learning on our campus, assist more than ten emerging service-learning programs in New England, and contribute to the advancement of service-learning theory and methods nationally.

During the past semester we have worked to deepen the dialogue and discussion about service-learning on our campus. In our newly formed faculty group, we have talked about differences in how we incorporate service-learning into our courses and have focused on unique aspects of our program that we can share with others. The collaboration of the faculty group has resulted in the creation of a resource guide and video that will be shared with other institutions. The faculty meetings have also facilitated more connections among faculty with the possibility of joint projects in the future.

Our outreach projects have broadened our vision for additional collaborations with other colleges and community organizations. This work has enabled us to consider directions for future continued growth.

The Future of Service-Learning at MCC

The progress over the past four years has been guided by the collaborative efforts of many people; we envision collaboration with others as forming the framework for our future. On our campus, we would like to engage more faculty and administrators from a wider range of disciplines, create explicit links between co-curricular activities and the academic program, and continue to develop different models for using service-learning. Through our service-learning advisory board, we hope to expand into other areas in the community and to involve community members in course work in a more deliberate way.

We are anxious to provide more linkages between our college faculty and the faculty at other colleges in New England through both joint conferences and e-mail connections. The initial strand of service-learning begun in 1992 has formed into a web of many individuals in our MCC community. Through the work of the Margin to Mainstream grant in recent months, strands of service-learning in other New England colleges are now developing into webs. In the future, we hope that our collaboration with other institutions will be so strong and so extensive that we live up to the words of the Ethiopian proverb, "When spider webs unite, they can tie up a lion."

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"To fully integrate service-learning at Kapi'olani, the faculty needed to see it as an effective pedagogical tool for achieving existing specific and explicit educational objectives. At Kapi'olani these objectives are enhanced understanding of Hawaii's historical and contemporary role in the Asian-Pacific region and improved writing, critical-thinking, and reasoning skills."

— Robert W. Franco

Civic Democracy and Civil Diversity

by
Robert W. Franco

Kapi'olani Community College
Honolulu, Hawaii

Service Learning at Kapi'olani Community College

Conceptualizing service-learning

In January 1995, Kapi'olani Community College (KCC) received a three-year grant from the Corporation for National Service and the American Association of Community Colleges (AACC) to integrate service-learning into a multicultural writing curriculum. In our proposal to AACC, we asserted that service-learning helps students cultivate a greater sense of civic responsibility and that this enhanced responsibility will contribute to a stronger civic democracy. This was, and is, the orthodox core belief of service-learning practitioners at community colleges across the nation. Many Kapi'olani faculty saw these enhanced *civic democracy* outcomes as beneficial.

Creating *civic democracy*, however, was not central to the stated campus mission. To fully integrate service-learning at Kapi'olani, the faculty needed to see it as an effective pedagogical tool for achieving existing specific and explicit educational objectives. At Kapi'olani these objectives are enhanced understanding of Hawaii's historical and contemporary role in the Asian-Pacific region and improved writing, critical-thinking, and reasoning skills.

The faculty involved in the Kapi'olani Asian-Pacific Emphasis (KAPE) now see service-learning as a powerful tool for helping students achieve greater understanding of Hawaii's multicultural history and community. KAPE faculty encourage students to explore their own traditions of service. KAPE faculty also believe that with an enhanced appreciation and understanding of diverse cultural conceptions of service, students will make greater contributions to civic democracy in Hawaii and the United States into the next century.

The Kapi'olani Community College faculty, committed to developing improved writing, critical-thinking, and reasoning skills, contribute to and identify with the college's Writing Across the Curriculum and Thinking/Reasoning Emphasis (WAC/TRE). They now see service-learning as a powerful tool for developing writing skills in conjunction with critical reflection. They believe that service and critical reflection contribute to enhanced listening, speaking, reading, and thinking skills and that these skills are required for engaged citizenship into the next century.

Service-learning also makes a central contribution to a new college development

initiative focusing on education connecting the classroom to the campus environment, community, nation, world, and Internet. In 1994, this initiative emerged during KCC's Kellogg Foundation/AACC Beacon project, Beyond the Classroom: International Education and the Community College.

Many of the faculty involved in KAPE and WAC/TRE share a common belief in the efficacy of cooperative, activated classroom learning. Many share a common belief that learning continues beyond the classroom, and they have been active in shaping a multicultural and international campus environment where students can continue to explore their American, as well as their Hawaiian, Pacific, and Asian cultural identities. Many KAPE and WAC/TRE faculty see service-learning as an extension of cooperative, activated learning into the community, and we are exploring opportunities for service-learning in international settings.

At Kapi'olani, service-learning builds community. For faculty committed to KAPE and WAC/TRE, service-learning has become a new tool for building a stronger faculty community and for building a stronger community of faculty and students. Further, by integrating service-learning into existing educational objectives, we are connecting it to the stated mission of the campus, and thus using service-learning to shape the current and future identity of the college in the community it serves.

Coordinating service-learning

Over the last decade, the most successful initiatives at Kapi'olani have been student-focused, faculty-driven, and administration-supported. Service-learning is no exception. Faculty launched the service-learning initiative because they saw it as an effective pedagogy for empowering students to become more engaged in their classrooms, their campus, their community, and their world. This engagement would produce a more educated citizenry, culturally aware and understanding, with improved communication, thinking, and reasoning skills.

Faculty direct and drive the service-learning initiative. My office is housed and supported by the dean of instruction. Two other faculty coordinators work out of their offices, but service-learning has no geographic center on campus. Service-learning is broad-based, with participation from all four liberal arts departments and four vocational education departments.

For broad-based, faculty-driven initiatives to survive and thrive, leadership must come from different departments over time. Usually leadership is rotated between faculty and departments after a two-year period. Since 1995, Social Science and Language Arts faculty have been active leaders in service-learning. Nursing and Health Science faculty have also been active in promoting and implementing service-learning, and some of these faculty are slated for leadership positions in the immediate future. Leadership is usually associated with assigned time, and it is sometimes difficult for Nursing and Health Science faculty (who are compensated based on extensive student contact time rather than on credit load) to be given assigned time. For these faculty, summer stipends can be provided as compensation for their service-learning leadership.

In May 1995, after a pilot semester of service-learning, we implemented our first Service-Learning Summer Institute with about fifteen faculty attending. The institute was held for five days, the week immediately after the end of spring semester, when faculty were free from teaching responsibilities and intellectually charged for a summer of professional development and reinvigoration. The institute provided an opportunity to assess our first semester of service-learning, do some directed reading on conceptual and theoretical issues, revise course syllabi, and develop a second-year plan of action.

The institute began with an overview of the week's activities, followed by some discussion of links between service-learning and KAPE and WAC/TRE. In the afternoon, we brought in ten students to reflect on their service-learning experiences and give us their assessments and suggestions for improving service-learning at KCC. Three of the students had previously been asked to report to the University of Hawaii Board of Regents on their service-learning activities and were eager to share their successes with the faculty.

After hearing the compelling, sometimes emotional, stories of student service to the community, most faculty realized that service-learning was indeed a powerful pedagogical tool. This set the foundation for further conceptual discussions, as well as dialogue with community agency representatives on the second day of the institute. On the third day, we focused on effective critical reflection and debated how best to develop critical reflection in our diverse student population. We agreed that written reflection was important, but it was also a solitary, individual activity, and we were interested in building engaged interaction, in building community. Students of Polynesian ancestry, coming from strong oral traditions, may have sophisticated verbal skills, and reflection might be enhanced through group "talk story" activities. Reflection might be expressed in performing arts, ceramics, painting, and computer-assisted art.

On the fourth day of the institute, faculty were given time to integrate service-learning statements into their fall semester course syllabi. These syllabi were then presented to the faculty participants. This cross-fertilization of ideas and approaches resulted in another round of syllabi revision.

Throughout the week we left time for discussion of nuts-and-bolts issues like how to efficiently sign students up for service-learning, how to get site supervisors to commit to effective supervision of student service activities, liability, record-keeping and reporting requirements, and evaluation.

At the end of the week, faculty felt they had a much better understanding of the strengths of service-learning as a pedagogy, how it connected to KAPE, WAC/TRE and beyond the classroom initiatives, and, perhaps most important, they felt like they were part of a faculty community. We also had our service-learning coordinating plan in place. The plan is outlined below.

1. Faculty coordinators distribute ten service-learning applications and one

Service-Learning Opportunities Handbook per faculty member.

2. Faculty distribute course syllabi on the first day of class, emphasize the service-learning option, and encourage students to pick up an application and review the handbook.
3. Students identify an appropriate agency and consult with a faculty member. Students may select an agency not in the handbook or create their own service projects with faculty supervision.
4. Students contact site supervisor, discuss course learning objectives, orientation and training, and sign a contract detailing responsibilities of student and site supervisor.
5. Student signs a "risk waiver" form and returns the completed application to the faculty member at the end of the third week of class.
6. Faculty member forwards completed applications to service-learning coordinators.
7. Students serve a minimum of twenty hours, usually two hours per week for ten weeks.
8. Faculty member and student interact to create a reflective journal connecting service to course concepts and theories.
9. Students are given opportunities to share their reflections with other students in class and more broadly with other KCC students.
10. Students complete related service-learning assignments.

This coordination plan worked reasonably well in academic year 1995-96. Over the course of two semesters, nearly four hundred students provided more than eight thousand hours of community service that would not have been provided otherwise. Through collaboration with seventy different schools, hospitals, clinics, and nonprofit organizations, KCC students conducted directed readings to preschool and elementary school children, tutored at-risk adolescent youth, worked one-on-one with the severely disabled, provided hospice and elderly care, worked for the Hawaii state judiciary, produced a community-based newsletter, operated an HIV/AIDS hotline, and provided numerous other services.

We held a second summer institute in May 1996 and are currently developing our overall coordination plan for 1996-97. The new plan pays much more attention to student orientation, evaluation of learning outcomes, reducing faculty paperwork responsibilities, and sustainability. We also hope to make stronger connections to Student Services and Student Activities.

Administrative support remains at a high level. The dean of instruction provides three credits of assigned time per semester, office space, photocopying access, computer equipment and Internet access, and some clerical support. The provost is a strong advocate for service-learning, having benefited from his community service activity during his university experience. The chancellor of the University of Hawaii Community Colleges system has supported the involvement of all eight UHCC campuses in the Hawaii State Campus Compact, and the University of Hawaii system president is a former member of the national executive board of Campus Compact.

Lessons from the field: conceptualizing and coordinating

In November 1995, I was selected as a national mentor in service-learning by the Campus Compact National Center for Community Colleges and was assigned mentoring responsibilities in Hawaii, California, Oregon, and Washington. I basically adopted a cultural anthropological methodology in developing my mentoring strategies. Before I went to each campus (field site), I tried to familiarize myself with the campus culture by interviewing campus representatives and/or reading available literature, such as the catalog.

In terms of service-learning and campus culture, some of the key components include administrative support, in particular, the role and commitment of academic deans and the dean of students, current educational initiatives, types of vocational education programs, and the college's history of involvement in the community.

I basically took the KCC model of service-learning to each campus. I tried to emphasize the connection between service-learning and civic democracy, as well as connect service-learning to existing, specific and explicit educational objectives. I also tried to emphasize the student-focused, faculty-driven, administration-supported qualities of service-learning at KCC. Further, I encouraged each campus to use service-learning as a means to create a new identity for their campus in the community they serve.

For the University of Hawaii community college workshops, my overall strategy was to co-present with KCC faculty colleagues who were taking leadership roles and/or doing innovative projects in service-learning. Faculty response was strong from two of the three UHCC campuses we visited, and these two campuses sent faculty to our Service-Learning Summer Institute. These two campuses have already identified new faculty service-learning coordinators for fall semester 1996.

"As we have attempted to institutionalize service-learning, key leadership has emerged from two sources: our divisions of Student Affairs and Academic Affairs. Our service-learning model involves both extracurricular and curricular activities."

"We have found that this collaborative dialogue has made allies instead of enemies of our colleagues with years of experiential learning practice. This collaborative approach has also minimized turf issues and dreaded campus politics."

— Jim Glasson

Service-Learning at the Community College of Rhode Island

by
Jim Glasson

Community College of Rhode Island
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The concept of service-learning first appeared at the Community College of Rhode Island (CCRI) in 1990 when our president, Edward J. Liston, joined a statewide effort to get students involved in community service. President Liston was appointed to the Governor's Commission on Youth, and he was instrumental in having Rhode Island become the tenth state in the country to form a Campus Compact. Since 1990 CCRI, the largest community college in New England, has been an active member of the Rhode Island Campus Compact and service-learning has flourished at all three CCRI campuses. According to our records, during the 1995-96 academic year, more than 2,600 CCRI students engaged in more than 23,000 hours of service.

As we have attempted to institutionalize service-learning, key leadership has emerged from two sources: our divisions of Student Affairs and Academic Affairs. Our service-learning model involves both extracurricular and curricular activities.

Initially, Student Affairs took the lead. Under the guidance of Dean Becky Yount, our three student governments and more than eighty clubs and organizations now have a service requirement to access college funds. This innovative policy has led to strong student involvement in both service design and implementation. Dean Yount has also developed significant service-learning resources by employing ten students at all three campuses through work-study funds as community service coordinators. These coordinators develop Volunteer Fairs that are held at the beginning of the fall and spring semesters at each campus. The coordinators contact local agencies and organizations in need of volunteers, and they set up booths and recruit the students. This past year, more than fifty nonprofit agencies attended the Volunteer Fairs and utilized CCRI students. Many of our faculty who are integrating service-learning in their courses use the Volunteer Fairs for their student placements.

Another significant service activity organized out of Student Affairs has been a series of Break Away projects, which are alternative spring or semester breaks that focus on student service. Since 1994 CCRI has developed and implemented five Break Aways. The first was in 1994 when a college contingent of staff and students went to West Virginia. In 1995 and again in 1996, a CCRI group traveled to Cuernavaca, Mexico, with Habitat for Humanity. In 1995 the college sent a team to Washington, DC, to work with children on a literacy project. Our most recent Break Away, in the spring of 1996, was

locally based as sixty-five staff and students spent three days cleaning and painting in two nearby cities. These Break Away projects have developed significant student leadership and created a climate of community here at the Community College of Rhode Island. The college's Office of Campus Ministry has also played an important role in our Break Away projects.

Through Student Affairs, the students have also collaborated with other local colleges and universities, and national service organizations as well. CCRI students have participated in training and programs through the Campus Outreach Opportunity League (COOL), the Student Coalition for Action in Literacy Education (SCALE), City Year Rhode Island, and colleges and universities that are members of the Rhode Island Campus Compact. The past year, the office of Student Affairs also sponsored a part-time AmeriCorps member who was a CCRI student. Her job entailed planning the local Break Away project, developing local service sites, and assisting with our annual Thanksgiving baskets and Christmas Giving Tree.

Under Dean Yount's direction, CCRI has also integrated service-learning into the curriculum. In January of 1995, Dean Yount and Dean Jack Sbrega of Academic Affairs created the CCRI Service-Learning Team, which attended a New England regional conference on service-learning. The Service-Learning Team is comprised of the two deans, four faculty members (including Alice Lyons, English; Norm Norris, English; Bill Cheney, Psychology; and Jim Glasson, Philosophy and Sociology), and student leaders. The team now meets at least quarterly to discuss service-learning. It has now become an effective vehicle for enhancing curricular service-learning. Now more than twenty faculty from more than twelve disciplines use service-learning in their courses.

The Service-Learning Team has formed an extremely effective partnership that provides not only opportunities for service-learning in local agencies and organizations, but also service opportunities within the college itself. We have promoted cross-course and cross-disciplinary collaborations of both faculty and students. For example, students in English as a Second Language (ESL) classes are tutored by students in composition classes, students in Spanish classes are tutored by our Spanish-speaking ESL students, and the Spanish students reciprocate by assisting the ESL students with their English.

The Service-Learning Team also arranged to have service-learning as the topic of the college's annual faculty convocation at the beginning of last year. At this event, all CCRI faculty heard about service-learning from Dr. Keith Morton, of the Feinstein Institute at Providence College, and each of the four CCRI faculty on the Service-Learning Team.

Our service-learning model is eclectic since it uses both Student Affairs and Academic Affairs approaches. Service-learning is flourishing at CCRI because of the support we receive from President Edward Liston and the ongoing involvement of Dean Yount from the division of Student Affairs and Dean Sbrega from the division of Academic Affairs. The involvement of both divisions of the college has meant our students are presented with a variety of diverse and meaningful opportunities for

service, both inside and outside the curriculum.

While 1990 seems to be the year service-learning came to the Community College of Rhode Island, it is important to point out that the history of student community involvement at CCRI predates the service-learning movement of the past decade. Like many community colleges, CCRI, since its founding in 1964, has integrated experiential learning activities into many parts of the curriculum.

Many of CCRI's professional programs, especially those in allied health, education, and human services, have experiential components that require students to provide services outside the classroom. These service activities are formally organized through field experiences, practicums, and internships. CCRI also has a successful and wide-ranging cooperative education program which places students in private, public, and nonprofit sector sites. In all of these programs, students receive college credits for their efforts in the community.

One of the challenges for service-learning at our campus has been to acknowledge, support and not compete with the pre-existing experiential learning programs and their dedicated faculty. These faculty have a somewhat critical approach to service-learning since it appears to them to be a new popular buzzword that minimizes their years of work in the field of student involvement. In order to meet this challenge at CCRI, we have had members of the Service-Learning Team dialogue with colleagues from these established experiential learning programs. We discuss similarities and differences between their programs and service-learning. We have found considerable ambiguity about what the term *service-learning* refers to and how it is distinguished from other forms of experiential education. In our discussions, we have increased our conceptual clarity. We have found that an essential difference between service-learning and other forms of experiential learning lies in the area of what students reflect upon. It seems that in the various professional programs that engage students in community service, the reflection activities primarily focus on the students' professional and personal development. We have discovered that service-learning focuses reflection around notions and experiences of civic responsibility and social justice. Reflection on these service-learning themes can be easily added to current experientially based programs.

We have found that this collaborative dialogue has made allies instead of enemies of our colleagues with years of experiential learning practice. This collaborative approach has also minimized turf issues and dreaded campus politics.

This backdrop of a school with a legacy of student involvement and a longstanding commitment to experiential approaches to learning is a common story for community colleges. Colleges with such a history may want to develop the collaborative dialogue described above as they develop service-learning programs.

At CCRI we have been building community and increasing the staffs' and students' civic and social responsibility through our service-learning programs. We have found that with a few committed administrators, faculty, and students, we can make a significant difference in both

the college climate and the surrounding community. We have seen the wisdom in the dictum from the Tao Te Ching:

"Accomplish the great task by a series of small acts."

One Model of Integrating Service-Learning into the Curriculum

by
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The Community College of Aurora (CCA) has been moving in the direction of a civic literacy and community development approach to the curricular integration of service-learning. I shall first explain the basic ingredients of this model and then discuss how our college has begun to implement it.

The Concept of a Civic Literacy and Community Development Approach to the Curricular Integration of Service-Learning

The civic literacy and community development approach to service-learning mediates between the charity and the justice approaches. Being civically literate essentially means working together with others in building community through the democratic process.

The charity approach has as its goal attempting to promote an ethic of service among service participants through direct service to social service agencies in the community, such as a homeless shelter, a senior care facility or the Red Cross. This approach is to be commended for its attempt to help students become better connected to their community and can be a powerful way of helping students become public participants as defined by Palmer (1981). However, this approach has been criticized as having the negative consequence of reinforcing social service dependence and not attempting to address the systematic problems of society that contribute to the need of agencies such as homeless shelters. In short, critics say that service-learning should have as its goal the elimination of homelessness, not just providing immediate relief to homeless people.

In contrast, the justice model has as its goal the social transformation of students into persons who are committed to rectifying economic and social injustices, such as the gap between the wealthy and the poor. This approach has the virtue of attempting to assist students in gaining a better understanding of systemic problems, such as homelessness and welfare dependency. Moreover, through the curricular integration of service-learning, students, in terms of this model, need to develop service projects that will contribute to the elimination of these kinds of social injustices.

The justice model has been criticized for violating the alleged liberal neutrality of education. Many teachers and professors believe that they have an

obligation to their students to ensure that viewpoints are to be presented critically and fairly. A classroom atmosphere needs to be created that enables students to feel empowered to develop the critical ability to make up their own minds regarding their stance on social issues, which may be at odds with the teacher's. This approach does not preclude an instructor taking a stand on a controversial issue. However, promoting the liberal neutrality of the student means that the teacher must make it clear that this is his or her opinion, not the correct view.

Liberal neutrality would seem to mean that the instructor must be nonpartisan in helping students develop service projects. The instructor should be guided only by the notion that the service project should be relevant to course content. For example, in a nursing class, the abortion issue may be an appropriate topic. Students who choose to do a service project in relation to abortion, in terms of the liberal neutrality concept, should be free to decide however they wish to work on this project. For example, some students may decide to work in support of Operation Rescue, others for Planned Parenthood.

If service-learning were structured only in terms of the concept of liberal neutrality, it would seem to severely limit the instructor's role in working with students to help them obtain a deeper understanding of the relationship of service-learning to course material and to the pressing social issues that need to be addressed by our colleges and universities. How do we get around this problem?

The civic literacy and community development model attempts to bridge the gap between the two above models and at the same time provide a way that enables faculty to honor liberal neutrality while enabling students to become engaged in community development.

Ideally, the teacher can work with students in helping them identify possible community projects that relate to the academic content of the course. The teacher should encourage students to work together in groups on these projects and to select the projects democratically. In some cases, students may choose projects that are counter to the values of the teacher, but it is important that the teacher honors the choice so long as the students have arrived at the decision democratically.

As students work in the community, it is important, as much as possible, that the projects also mirror the democratic process. Students ideally should work with community-based organizations that are attempting democratically to strengthen their communities. So one test of the decision is not only is it democratically arrived at, but does it appear to strengthen community?

One can imagine the degree of debate that students might become involved in over whether to work in support of or against abortion in terms of this model. Both sides may attempt the argument that their view contributes to community growth, while the other side is socially destructive. In the case of an impasse, the instructor must devise ways to enable students to honor their convictions as much as possible while insisting that the democratic process needs to be followed. In cases where the group's decision is morally untenable to a student, some concession needs to be made for the student.

The College as Civically Engaged

No doubt there are many ways the civic literacy approach can be implemented. I shall comment on the Community College of Aurora's attempt. Rather than relying exclusively on instructors to devise projects for their students, our college has attempted to create a community outreach infrastructure through our Community Involvement Program (CIP), which houses the service-learning program and provides educational resources for community development. Moreover, these resources can serve not only as a way to link the college to the community but also as a way for students to become involved in community projects.

The CIP has developed a number of outreach activities in this vein. For example, we created a family resource center on our Lowry campus, the site of a former Air Force base, to provide support services for low-income and other family members in the community. Many of the family members at the Lowry Family Center are formerly homeless and have a host of challenges, not the least of which is the fact that many women have previously been in abusive relationships.

Service-learning students work at the family center in a variety of ways, including serving as tutors in an after-school program and assisting with various social events. The paralegal and criminal justice programs are developing a service-learning program where paralegal and criminal justice students provide legal and related assistance to family members who come to the family centers. The instructors working with the students who are doing these projects will be available for providing some referral assistance; they also will incorporate reflection on these activities into their course.

Another example is our Kellogg Mentoring Program. Over the past two years, college students have taken a special mentoring course and, as part of the course, have worked alongside the instructor in mentoring middle school students doing service-learning projects. This project, of course, is not as directly linked to the civic literacy model as other programs. However, the case can be made that the college students are helping our community strengthen education, which is a form of community development, and are doing it in the context of public education, through democratic institutions.

Another way in which the civic model is embedded in this activity is that the college students and middle school students reflect on the civic dimension of their service projects. For example, one of the recent events was weeding and working in the yard of a home in Aurora that is designated as a national historic site and serving as a museum. The students discussed how in doing this project they were improving a public resource and thereby contributing to the public life of the community. Moreover, they were reinforcing their own sense of what it means to do public work, an essential component of being civically responsible.

Another program in development involves a partnership between the CIP and the service-learning program; The Aurora Project (TAP), a community-sited organization; and the Colorado Community College and Occupational and Educational System's (CCCOES) Kellogg

Community Self-Leadership Project (CSLP). CCA's Community Involvement Program is going to conduct a community leadership training program with members of six community-based organizations (CBOs)--two family centers, two neighborhood organizations, and two churches.

Coming out of the training, TAP will be working with the CBOs in developing specific projects to improve these CBOs and the life of the community. We will endeavor to enlist the support of some of our faculty members who are participating in our service-learning initiative to work with their students in doing community action research in support of these projects. Projects might be neighborhood cleanup efforts, or anti-gang activities, or a tenant association's attempt to improve its apartment complex.

A final example of a community development approach is taken from another college. A business instructor is sending his students out to a variety of social service agencies during classroom hours and at other times to provide assistance on a variety of needs that correlate to topics the business instructor is teaching in his course, such as management techniques, marketing and accounting. The instructor meets ahead of time with the agencies to determine their needs and then sends teams of students to the agencies to help them address their needs. The instructor has regular reflection sessions with his students and spends some time doing traditional teaching. But both the instructor and students are directly involved in helping community-based organizations solve some of their problems that are directly related to the content of his course, a fine example of community-based service-learning.

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Historical Overview and Current Models of Service-Learning at Mesa Community College

by
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"The person who embraces a new paradigm at an early stage must . . . have faith that it will succeed with many large problems that confront it, knowing only that the older paradigm has failed with a few. . . . If a paradigm is ever to triumph, it must first gain some supporters, who will develop it, improve it, explore its possibilities, and show what it would be like to belong to the community guided by it."

— Thomas Kuhn

Introduction

The Center for Public Policy and Service at Mesa Community College (MCC), situated in the East Valley of metropolitan Phoenix, was established in the spring semester of 1992. The city of Mesa is experiencing rapid growth; its population is currently 340,000, and enrollment at Mesa Community College reached 22,000 this past year. MCC is the largest of ten community colleges in the Maricopa Community College District (MCCD). Approximately 50 percent of Arizona State University students have attended a Maricopa College, and many MCC students attend both simultaneously.

The creation of the Center for Public Policy and Service (CPPS) was expedited from a number of sources. MCCD Chancellor Paul Elsner was on the board ofCampus Compact at the time the Center was created. Due to the visionary leadership of both Dr. Elsner and the president of Mesa Community College, Dr. Larry Christiansen, the newly formed Campus Compact National Center for Community Colleges (CCNCCC) had been housed at MCC since 1990. It was a short step from there to the development of the Center for Public Policy and Service at MCC a year later. The CCNCCC was and continues to be a helpful resource to the CPPS, facilitated by the fact that both programs have shared office facilities and a secretary.

The Center for Public Policy and Service initially began as a service-learning center, intended to blend academic study and community service. The mission of the CPPS is to promote service-learning and active participation in the social and political process, as an integral part of a community college education in a democracy. This initial emphasis on developing and implementing different models of service-learning programs has

grown to also include a sizable public policy component. This latter function, often referred to as the community involvement arm of the CPPS, began with coordination of the Community Roundtable in 1993 (see page 34). Roundtable activities have in turn lent strength to the service-learning programs. Strong MCC-community partnerships offer students service opportunities in spheres beyond government agencies and educational systems, such as involvement in grassroots community development organizations and action research. Moreover, creating links with community groups models for students the significant roles both higher education institutions and citizens can play in supporting community mobilization efforts and influencing public policy. In this way, the service and public policy dimensions of the CPPS are brought together and complement each other.

Volunteerism unrelated to curriculum has maintained a separate but complementary identity in the Student Services office, which continues to have responsibility for student clubs, student government, and volunteerism, including biannual Into the Streets service days.

The following is written with four intentions: (1) to chronicle the development of MCC's model of service-learning delivery and implementation through the CPPS; (2) to show the expansion of service-learning programming from independent modules to the integration of service-learning into curriculum in the form of in-course options; (3) to discuss the growing value placed by MCC on the establishment of strong community collaborations and taking a more active role in public policy formation; (4) to discuss projections for the future of service-learning and public policy programming at the CPPS.

Development of the Independent Module "282" Service-Learning Program (1991-1992)

The task of laying the foundation of service-learning programs to be administered through the Center for Public Policy and Service was initiated by two faculty members, Neil Merrell and Fred Keyworth. They are both longstanding and well-respected Political Science and Economics faculty who have held faculty leadership and administrative positions on campus. They lent immediate academic credibility to the program and were given release time to assume this responsibility. After reviewing other models from around the country, it was decided that stand-alone, independent modules of service-learning courses should be developed initially. Defining the structure of these courses, gaining approval from the district's instructional councils and curriculum committees, and developing separate written guides for sites, students, and faculty took a year of planning. Lyvier Conss at the Campus Compact National Center for Community Colleges and Roger Henry at Brevard Community College in Florida were particularly helpful during this developmental period.

Primary objectives of the Center were defined as the following: (1) to develop a community site database and serve as an information and coordination center for service-learning opportunities; (2) to recruit, train, and assist faculty in the development of internship-type

service-learning courses; (3) to advise students in obtaining appropriate assignments with community sites; (4) to coordinate the academic and site requirements between the student, site, and college; (5) to share expertise and materials as requested by other educational institutions (K-16); and (6) to promote scholarships in order to reimburse student tuition costs for internship-type service-learning courses.

In its first phase, pilot service-learning internship-type courses were run in three disciplines--Social Work, Nursing, and Political Science. These one-, two-, or three-credit courses were developed on a districtwide basis (no mean task) and are internship-type modules referred to by their prefix as "282s." While each of these courses retain their discipline prefix to facilitate transfer to state universities, students involved in these service-learning courses are required to fulfill certain common core requirements. These include: (1) a learning plan with goals and competencies; (2) fifty clock hours of service for each credit earned; (3) a reflective journal; (4) scheduling meetings with their faculty supervisor; (5) an analytical paper; and (6) participation in three reflective sessions with other service-learning students to help students connect their learning at one site to broader social and policy issues.

The reflective sessions are coordinated by the CPPS and facilitated either by the CPPS director, assistant director, or a faculty member. Frequently these reflective sessions are co-sponsored by MCC's Lifelong Learning Program (to encourage intergenerational discussions), the Social Science Department, and MCC's Career Center. They are also open to the campus and external community. Since one important function of these reflective sessions is to encourage involvement in the democratic process, the CPPS each semester gives students legislative contacts for state government, Maricopa County, and the City of Mesa with a map of the political districts/precincts. Several sessions are then devoted to discussion of current pending legislation and local or state issues, which may lead to role playing--making calls to legislators' offices, for example.

By fall 1992, the "282s" were formally in place with eighteen disciplines and as many MCC faculty committed to serving as faculty advisors. Encouraged by the community, student, and faculty responses to these courses, one year later faculty leaders of the service-learning program initiated efforts to integrate service into course instruction.

Expansion of the Service-Learning Program to Include In-Course Options (1993-1994)

In an effort to incorporate community service experiences into existing courses, the CPPS director applied for and received funding from Campus Compact to attend their weeklong training in service-learning theory and practice at the Institute on Integrating Service with Academic Study at Boulder, Colorado (June 1993).

A team of four MCC faculty and the dean of instruction attended this training, during which a formal action plan was developed for implementation of in-course

options. This included specific objectives for student learners, faculty, and the community and was written up in the form of a proposal.

In the fall of 1993, the four faculty who attended the Institute offered service-learning as an option in their regular courses, and plans for expansion were expedited by a minigrant from the Campus Compact National Center for Community Colleges in spring 1994. By the fall of 1994, the networking among faculty and leadership from the CPPS resulted in fifteen faculty offering service-learning in-course options (ICOs), encompassing the disciplines of Geography, Nutrition, Anthropology, Economics, Political Science, English, Sociology, Spanish, and Communications.

After recruiting and training faculty, the primary role of the CPPS in the development of ICOs has been as follows: (1) To assist faculty with identifying discipline-appropriate sites or projects which can effectively utilize students for a limited amount of time without students becoming an imposition on staff time; (2) providing faculty with these site listings; and (3) providing other sample materials such as volunteer acceptance forms, guidelines for how students proceed, and journaling techniques. Faculty are expected to do their own follow-up with sites as to students' progress, although the CPPS assists with any difficulties that may arise. In order to deepen faculty expertise, the CPPS is currently engaged in putting together a faculty guide for ICOs similar to the one it has for the "282" courses.

Requirements for ICOs vary among faculty, but most include the following: having students identify learning objectives which relate to course work, performing fifteen to thirty hours of community service over the semester, reflective journaling, and completing a reaction paper, final integrative paper, or giving a presentation.

In terms of the different ways faculty engage students in community service, most faculty offer ongoing individual service-learning placements in established social service agencies or schools. However, some faculty offer one-shot half- or full-day experiences such as Into the Streets, AIDS Walk for Life, fund-raisers, or cleanups at neighborhood sites. Other faculty include service projects in which students identify a community need (e.g., the Child Crisis Center needs books), devise a strategy to help meet that need, and then implement the plan. A final example includes collaboration with neighborhood development efforts. In this situation, students gain experience with grassroots community development projects and are supervised by neighborhood volunteers themselves. For instance, students in sociology classes have participated in community gardens and assisted with neighborhood recreation programs that are run by the neighbors themselves. As discussed below, it is likely that service-learning opportunities like these will increase in number because of the quality of community partnerships the CPPS has developed in recent years.

Growth of Service-Learning Programs (1994-1995)

Throughout the 1994-95 academic year, the Center for Public Policy and Service service-learning programs experienced steady growth so that a total

of 10,650 hours of service were provided to the community; thirty faculty across twenty-two disciplines were involved with the "282" courses, and more than twenty faculty offered in-course options. In addition, the MCC Honors Program incorporated service-learning as a criteria for involvement. Along with the faculty commitment to service-learning, strong support was demonstrated by the MCC administration when President Larry Christiansen, supported by the dean of instruction, created a one-year-only full-time faculty position for the director of CPPS in 1994. (In 1996 this became a residential faculty slot.) By this time, the director's position had been assumed by another faculty member, and the founding director had returned to full-time teaching.

An AmeriCorps member was assigned to the CPPS in January 1994 (funded by a grant awarded to a CPPS-community consortium), which provided an additional two-thirds time staff member who was able to focus on student recruitment. Faculty support was promoted and sustained by offering meetings between faculty and between faculty and community site representatives. (Offering breakfast, lunch, or general refreshments at these meetings is always an incentive for faculty to attend.) The CPPS also arranged van trips for faculty to visit community sites, rather than having community partners always visit the campus.

In December 1995, a Corporation for National Service Learn and Serve grant, subgranted through Campus Compact National Center for Community Colleges (CCNCCC), known as The Faculty Role: From the Margin to the Mainstream, was awarded for $26,000 for several purposes. One objective was to offer technical assistance and consult with other community colleges in a five-state region in order to assist them in their development of service-learning programs. In addition, funds from this grant were allocated to assess the nature and outcomes of ICO service-learning activities taking place at MCC, to promote a deeper involvement by faculty, and to determine means by which the CPPS office could more effectively support a quality service-learning program.

Along with the Faculty Role grant, a minigrant of $4,000 for SEAMS (Science, Engineering, Architecture, Mathematics and Computer Science) was awarded by CCNCCC to involve Biology and Computer Science faculty and students in service related to environmental issues in low-income neighborhoods. Biology and Computer Science students have been helping with a lead paint testing project and assisting the public with water conservation, and an Engineering faculty member is planning to offer an ICO to one of his classes in fall 1996 as a result of this grant.

An interdisciplinary faculty team was established to assist the CPPS director in the implementation of the Faculty Role grant, and through their efforts and the SEAMS minigrant, thirty-two faculty are expected to offer service-learning as an ICO in the fall of 1996. Several of these are adjunct faculty, and several more disciplines are now represented--for example, Psychology and Child and Family Studies, in addition to the ones arising from the SEAMS minigrant.

Current Status of Service-Learning Programs (8/96)

With respect to involvement in the "282" option, there are currently forty faculty committed to acting as advisors of service-learning students. Also, as mentioned above, thirty-two faculty are offering ICOs. Taken together, student participation in community service through the "282s" and ICOs amounted to a minimum of eighteen thousand hours of volunteer work over the past year. Several new initiatives are underway. For example, some English faculty have volunteered to pilot a co-enrollment of any "282" course with their English 102 courses this fall (1996). This will be published in the spring 1997 course schedule and hopefully will accomplish two objectives: (1) promote enrollment in "282" courses, and (2) assist students in completion of their final paper requirement for the "282s" (which has been identified as a barrier to student completion of "282" courses). Furthermore, an English faculty member is spearheading a co-enrollment opportunity for twenty students to take three credits each in remedial math, English and reading using service-learning at an elementary school site as an activity that will bring this integrated approach together. A future goal of the CPPS is to further promote these co-enrollment possibilities across all disciplines.

Through the faculty team accorded by the Faculty Role grant, the CPPS was able to identify the specific interests and needs of faculty committed to incorporating service into their classroom instruction. In response to an expressed need for more technical support, the CPPS offered a Course Materials Design Day for faculty from the entire Maricopa Community College District. In addition, the MCC administration offered financial assistance for several faculty to attend the CCNCCC annual conference this year. The Faculty Role grant also enabled publication of the first edition of the CPPS newsletter to highlight the current activities of MCC faculty and students with respect to community service.

Marketing the CPPS program and informing MCC staff and faculty of both its service-learning and community involvement activities is nonetheless a persistent challenge. This fall, the CPPS is providing leadership to a new faculty committee, the Community Involvement Committee, which it is hoped will assist in promoting a wider understanding of the work in which the CPPS is engaged and bring more ideas to the table.

Public Policy Development: Community Involvement (1993-1996)

Along with the growth of the service-learning programs has been the growth of the community involvement (public policy) dimension of the CPPS role. The connection between this aspect of CPPS and its service-learning programs was delineated in the introduction. Another benefit of this collaboration has been the community support for several of the CPPS's proposals.

Community Roundtable

The public policy arm of CPPS began with program involvement in the Community Roundtable when it was first conceived in 1993. The Community

Roundtable is a collaborative effort of six key civic organizations: the City of Mesa, Mesa Chamber of Commerce, Mesa Public Schools, Mesa United Way, Mesa Community College, and the Mesa Action Committees, which are citizen action groups working toward specific goals. It meets every two months in order to discuss issues of common concern and to explore sharing resources. Additionally, the Roundtable holds periodic public forums on specific topics, where citizens are able to bring their concerns and questions to the leadership of these key civic institutions. Public forums thus far have addressed transportation, neighborhood organizing, voter turnout and downtown redevelopment. The CPPS Roundtable liaison (an English adjunct faculty) coordinates all of these activities, and the public forums have been hosted thus far by MCC. The latter are frequently offered as a choice of a reflective session to fulfill one of the core requirements of our "282" service-learning students.

The CPPS Community Roundtable liaison also edits and produces the monthly *Action Mesa! Newsletter*, which documents Roundtable and public forum activities, and Mesa Action Committee updates. This newsletter is sent to 2,200 interested citizens with the assistance of the Mesa Chamber of Commerce and two of its members, who cover printing and distribution costs.

Similarly, the CPPS assists with the Mesa Chamber of Commerce sponsorship of an annual town hall event, Mesa Speaks, which has been held at MCC since 1993. This past May, three MCC faculty led breakout groups at Mesa Speaks, the theme of which was Community Economic Development. Additionally, during national, state, and municipal elections, the CPPS hosts candidate forums for the general public, in conjunction with MCC's Political Science faculty.

The CPPS has for the past eight months represented MCC at a series of meetings with senior leadership from the Roundtable institutions, in order to arrive at a unified policy supporting neighborhood initiatives. These institutions, plus neighborhood and community activists representing Mesa Action Committees and the Building a Healthier Mesa program (detailed below), have recently agreed upon a policy document illustrating their institutional commitment, individually and collectively, to neighborhood development. A marketing committee from this larger group has been formed to devise a strategy for presentation at these institutions' policy-making boards for ratification of this document. The CPPS assistant director and an MCC part-time Marketing faculty member sit on this committee.

In April 1996, members of the Roundtable institutions and a neighborhood activist attended a United Way conference on community building in Nashville. The relationship building and ideas generated by this group continues via a new Neighborhood Development Committee, which meets monthly with staff support from the Mesa United Way.

Building a Healthier Mesa

Soon after the formation of the Community Roundtable, the CPPS office began to forge ties with Mesa United Way

and the Building a Healthier Mesa (BHM) community mobilization initiative. Specifically, the director of BHM and several Mesa Community College faculty began a series of meetings facilitated by the CPPS. The John Kretzmann and John McKnight videotapes on community mobilization were shown at one such meeting. BHM is gaining strength from further development of its Theme Teams (which are community issue focus groups) and the fact that members of the Roundtable institutions are now represented on the Neighborhood Development Committee. CPPS staff and other MCC faculty are involved in these initiatives, which provide research and service-learning opportunities.

MESA LINK

One of the Mesa Action groups, a neighborhood computer bulletin board system called MESA LINK, is now housed at MCC. Future plans include new software and direct links with MCC's computer system and the Internet. Since the goal of MESA LINK is an effective community information system, and it is widely supported by the Mesa United Way and MCC, this coalition has resulted in current grant applications that, if awarded, would broaden community networking in the Valley.

Tobacco Prevention and Cessation Grant

Service-learning students will have opportunities to become involved with this five-year multimillion dollar grant that is a collaboration of MCC, Mesa Public Schools, Mesa United Way's Building a Healthier Mesa program and other community agencies. The focus is on neighborhood, youth, and school involvement in identifying and carrying out strategies to prevent and reduce tobacco consumption. MCC has been able to hire two Nursing faculty and one Counseling faculty member to help implement the service-learning and training requirements of the grant.

Neighborhood College

More recently, the Center for Public Policy and Service became involved in a multicampus effort to improve collaboration between community colleges and neighborhood development efforts. MCC has developed programming referred to as the Neighborhood College, supported by neighborhood activists involved with Building a Healthier Mesa, the University of Arizona Cooperative Extension Service, and Mesa Action Committee representatives. The goal of this group is to enhance neighborhood development by offering programs and courses that provide citizens with the basic skills and knowledge needed to be effective community advocates. Working toward this goal, several MCC departments are cooperating to offer Family and Community Leadership (FCL) training to emerging neighborhood leaders. Moreover, the Mesa United Way has donated computers that are being distributed by MCC and loaned to the graduates of the FCL training to assist with neighborhood/community communications. Plans are also underway to coordinate these FCL training classes with MCC's honors leadership courses and the Mesa Chamber of Commerce leadership training.

National Recognition

The program was first recognized when the Seymour Eskow Partnership Award for an exemplary service-learning program was awarded at the tenth anniversary of the Partnership for Service-Learning in Atlanta, Georgia, April 1993. The CPPS also received a Collaboration with Business National Award in April 1996 from CCNCCC for its work with the Mesa Chamber of Commerce and other outreach efforts.

Staffing

The CPPS has been, from the beginning, a faculty-led and faculty-staffed program. The staff has remained small, with periodic supplemental support from grant money. Institutional funds provide one full-time faculty position as director (who also continues to teach one or two classes each semester), one part-time secretary, two adjunct faculty employed for twenty hours per week at the CPPS office, and two students workers. An AmeriCorps member has also periodically been part of the CPPS staff since January 1994, through a grant award.

Future Directions

The CPPS will continue promoting community-based pedagogy and research. Its future goals include locating funds to support faculty taking one or two semester sabbaticals to allow them release time to develop projects that connect classroom instruction to community mobilization efforts and action-research projects.

Another key objective is to become a community resource as a public policy center. This could include broadening the scope of the *Action Mesa! Newsletter*, expanding the Neighborhood College offerings, and providing a library of expert literature on community building and neighborhood development efforts that could become a countywide resource.

"Marketing the CPPS program and informing MCC staff and faculty of both its service-learning and community involvement activities is nonetheless a persistent challenge. This fall, the CPPS is providing leadership to a new faculty committee, the Community Involvement Committee, which it is hoped will assist in promoting a wider understanding of the work in which the CPPS is engaged and bring more ideas to the table."

— Sue McAleavey

Lessons from the Field

"Our first general finding is that faculty respond positively to small group, on-campus interactions as they are able to tell their stories, address their concerns, and develop specific integration strategies.

Second, faculty are more receptive to encouragement and assistance from other faculty.

Third, campus visits encourage the development of action steps--that is, identifying a sequence of activities over a specific timeframe that faculty will employ to integrate service-learning into their courses.

Fourth, faculty are much more apt to integrate service-learning into their course(s) if they feel affinity with other faculty on their campus.

These general findings validate that peer-faculty encouragement and training that leads to specific action steps is an effective strategy to advance service-learning on community college campuses."

— Terry Pickeral

Lessons From The Field

by
Terry Pickeral

Campus Compact National Center for
Community Colleges
Mesa, Arizona

The Faculty Role: From the Margin to the Mainstream project has interacted with over three hundred community college faculty on more than fifty community college campuses to advance the integration of service-learning into the curriculum. Earlier we identified the foundation values of the project and offered five integration models to consider when developing or enhancing campus-based service-learning. In this section we offer "lessons from the field"--that is, general, conceptual, and operational strategies gleaned from campus visits, interactive workshops, training sessions, and reflection to engage more faculty in service-learning practices.

Not only is there an increase in the number of faculty engaged in service-learning, but also the efforts of these faculty members are aligned with corresponding principles of good practice. We are therefore providing the highest-quality opportunities for students to learn course content, develop an ethic of service, and serve their communities.

We offer these "lessons" for the readers to consider in positioning service-learning at the academic core of their institutions. Our efforts focus on faculty; however, our objectives are oriented to the comprehensive integration of service-learning, recognizing that there are salient roles for administrators, staff, students, and community partners to play.

We also acknowledge that individual faculty members position themselves along a variety of continuums: knowledge, skills, experiences and desired outcomes of service-learning. It is our expectation that the following "lessons" are useful to motivate and train faculty members, regardless of their current experience in service-learning.

We have organized the lessons from the field into the following categories: (1) general findings, (2) conceptual strategies, (3) and operational strategies.

General Findings

As we indicated in an earlier section of this sourcebook, the major activities employed by the project faculty are to visit community college faculty on their campus in small group workshops, one-on-one technical assistance sessions, and interactions with campus representatives (presidents, senior academic officers, service-learning professionals, students, and community partners).

These strategies provide high-quality interactions where issues can be discussed in more intimate surroundings to encourage (1) discussion of specific service-learning integration topics; (2) examination of

specific campus, faculty, or community barriers and facilitators to service-learning; (3) providing specific encouragement and support; (4) sharing specific resources; and (5) developing actions plans.

We understand that no one strategy will fulfill the needs of all faculty, their campus and community. The various tensions inherent in service-learning and in communicating information to disparate groups requires myriad solutions. The choice of strategy is determined by experience, preference, assets, needs, and style of each faculty member. Project faculty, therefore, respond to the needs of faculty and campuses with specific strategies, processes and tools to respond to their needs. Having said that, the following contribute to the success of the project in general terms.

- Our first general finding is that faculty respond positively to small group, on-campus interactions as they are able to tell their stories, address their concerns, and develop specific integration strategies.

- Second, faculty are more receptive to encouragement and assistance from other faculty. Faculty perceive their peers as more authentic and cognizant of the struggles to integrate service-learning into the academic curriculum.

- Third, campus visits encourage the development of action steps--that is, identifying a sequence of activities over a specific timeframe that faculty will employ to integrate service-learning into their courses. Project faculty provide follow-up services through a variety of interactions to include additional visits, written and electronic communication, and interactions at professional and/or service-learning conferences.

- Fourth, faculty are much more apt to integrate service-learning into their course(s) if they feel affinity with other faculty on their campus. While some faculty who engage in service-learning may enjoy a marginalized status, we find that the majority of faculty feel more comfortable knowing there are service-learning colleagues on their campus. This is particularly true when there are frequent interactions among service-learning faculty. Project faculty visits encourage participants to develop and meet with campus teams. An "outsider," we find, provides an initial opportunity for faculty to come together and helps them to understand the benefit of regular interactions.

These general findings validate that peer-faculty encouragement and training that leads to specific action steps is an effective strategy to advance service-learning on community college campuses. Let us now turn our attention to conceptual developments that have surfaced from our project's efforts.

Conceptual Development

Conceptual development strategies are organized around the core values of service-learning and its alignment with academic outcomes. We have found, subsequently, that most faculty express

more interest in implementation tools, as opposed to the philosophical rationale for this work. This is an interesting paradox, as we believe the strength of service-learning lies in its bedrock values of good teaching, learning, and service. For many faculty new to service-learning, there is no clear delineation between experiential learning and service-learning initially. However, as faculty implement service-learning and as they and their students grapple with the implications of their work, the need for further examination of the bedrock values of service-learning becomes more apparent.

Further, we believe that service-learning has greater potential for sustainability by faculty who understand its underlying principles, as opposed solely to its specific applications. Project faculty members have developed a variety of strategies to encourage their peers to consider the philosophical foundations of service-learning while offering practical solutions. These strategies are employed at various stages of faculty service-learning development and make the case for additional interactions between project faculty and those they serve.

In campus presentations, we find that faculty new to service-learning enjoy some of the philosophical basics, while faculty who are experienced in offering service-learning courses find the discussions of basic philosophy boring and repetitive. Thus, in preparing for a service-learning seminar, ideally, one would know the level of expertise of the participants.

Regardless of whether faculty members operate from the charity, justice, or citizenship models of service-learning, there is fairly widespread agreement that they want to accomplish more through service-learning than just promoting a sense of caring. Service-learning practitioners also want to help students develop the civic skills necessary to be able to systematically address social problems. And, most important, they want students to understand what it means to be a citizen, a public participant in society, committed to working for the good of the community.

Faculty more advanced in service-learning have different interests than beginners. The following guidelines have been developed to assist project faculty to meet the needs of faculty regardless of their experience in service-learning.

- The basic philosophy of service should be outlined in a straightforward manner. The definition developed by the Corporation for National Service (1990) and the basic principles developed by Honnet and Poulson (1989) provide an opportunity for faculty to grasp the foundation of service-learning. Drawn-out discussions of philosophy are only interesting if one has time to engage in discussions of some of the more subtle points. Therefore, we provide resources on the philosophical foundation of service-learning (e.g., Sigmon (1979), Stanton (1994), Kupiec (1993)) for faculty to review at their leisure. In most cases, faculty participating in service-learning workshops already understand and accept one or more of the basic tenets of service-learning.

- The ideal setting for institutionalization of service-learning seems to occur, not surprisingly, when there is solid support by faculty and administration, a process for facilitating the placements of students in the community to do service, and formal efforts to help students understand the academic and civic or community relevance of this activity.

- Another successful strategy is to provide structured opportunities for service-learning faculty to share their work. As they address specific challenges they have faced, colleagues begin to identify assets and ways to build stronger programs through teamwork at their institution.

- Providing handouts on issues pertinent to a faculty group has been well received. This requires research and interaction with campus representatives beforehand relating to the assets, needs, and experiences of faculty. In addition, providing resources on specific issues after the campus visit is critical to maintaining a relationship with the faculty and encouraging their positive consideration of service-learning applications.

- Discipline-specific discussions are extremely helpful. Even if one is sold on the concept, it can be very difficult for faculty to move "from concept to practice." Corresponding workshops allow faculty to discuss service-learning through an academic filter; using familiar concepts and vocabulary. It also allows brainstorming processes to go much more smoothly as all participants are working with similar courses. A good service-learning program ensures adherence to its principles and alignment with good scholarship. If this occurs, then student learning is enhanced.

- Specific reflection techniques and assessment strategies need to be discussed. As service changes the traditional classroom, it also changes the way a teacher assesses student learning. If faculty incorporate service without changing the way they assess student performance and learning, they may reduce the impact the service experience has on students. It is also in reflection and assessment that the learning occurs for both the student and the instructor. This is often the area where faculty need the most input and help. Faculty-guided reflection is essential to a good service-learning program. Too often the value of service-learning experiences is reduced by paying only lip service to reflection. Faculty need to provide the opportunity for structured reflection through written journals, papers, group projects, or class discussion of service experiences as they relate to the course content.

- The more service-learning faculty can align their efforts with campus reward policies, the more congruent their work is to the campus academic culture. For example, more and more

service-learning faculty are contributing to professional journals and articulating their efforts, outcomes, and resources. Colleges not only vary with regard to the degree to which they are supported by campus resources, but they also differ with respect to (1) which structures are well developed on their campus and (2) the extent to which faculty are aware of each other's service-learning efforts.

Operational Strategies

The conceptual strategies we have outlined also correspond to specific operational issues that support and reward service-learning efforts. These operational strategies are:

- Integration continuum. Faculty need to be exposed to the many models of service-learning integration. Using overviews and resources (Bringle & Hatcher, 1996, and Morton, 1995) that demonstrate the variety of applications helps faculty to locate where they currently reside on the continuum and to identify their goals.

- Faculty support. Senior or tenured faculty need to be involved in the service-learning program. They should be called upon to mentor other faculty, even if informally. Faculty in all disciplines--from sociology to health technologies, math to languages--should be encouraged to incorporate service-learning into their curricula (including technology and occupational courses).

- Administration support. The backing of the college president, academic and student services deans, department chairs, and administrative vice presidents is critical to sustaining service-learning in the long term. Trustee support is an added plus.

- Student support. The service-learning program should include students on advisory committees. Students should be invited to discuss their service experiences at faculty development workshops and at any other faculty or administrative discussions to reinforce the teaching, learning, and citizenry outcomes.

- Community partnerships. An effort should be made to partner with local school districts, key service agencies, community-based organizations, and local businesses. Tying the community's needs to what the students can provide is vital.

- Service placement support. It is important for faculty to have assistance in the service placement of their students. If faculty are expected to do this, burnout is a distinct possibility. Sometimes students can provide this assistance part-time in lieu of staff.

- Evaluation process. Formative and summative evaluation of all aspects

of the service-learning program should be carefully implemented. This should include the impact on students, teaching and learning methodologies for faculty, the community, service recipients, and service agencies. Student affective and cognitive outcomes should be measured.

- Public relations. Efforts should be made to publicize all important service-learning events and activities. The college public information officer should be aware of the service-learning activities.

- Sustainable funding. The service-learning program needs to demonstrate through strong evaluation that service-learning is a valid pedagogy and important for the community college mission. Investigate internal as well as external sources of funding.

- Specific strategies to encourage, support, and train faculty to integrate service-learning into their classes and promote service-learning on their campuses:
  - Δ Team approach to faculty training: when two or more faculty work together to motivate each other as well as other faculty.
  - Δ Develop mentoring processes.
  - Δ Establish common community partnership topics.
  - Δ Use concrete examples of implementation.
  - Δ Identify and provide relevant materials (e.g., course texts, integration ideas, and test banks). Develop background information on colleges to tailor topics based on their experiences, assets, and needs and focus discussion accordingly.
  - Δ Collect information on the current "state of service-learning" on the campus to assist the faculty facilitator and use as a benchmark to identify service-learning progress.
  - Δ Establish "next steps" or plan of action with built-in assessment process.
  - Δ Use experiences and enthusiasm of students to motivate faculty.
  - Δ Work with local, regional, and state service-learning organizations.
  - Δ Find ways to connect service-learning to other campus initiatives.
  - Δ Identify (1) barriers to service-learning efforts, as well as assets and strategies to reduce them; (2) campus stakeholders; and (3) external collaborators to service-learning partnerships.
  - Δ Provide encouragement and resources for faculty from non-traditional service-learning disciplines.
  - Δ Provide information on journals and submission processes to publish service-learning articles.

Summary

The faculty of The Faculty Role: From the Margin to the Mainstream project have developed a set of strategies that encourage, train, support, and sustain service-learning on community colleges. Corresponding strategies have been divided into (1) general findings, (2) conceptual development, and (3) operational strategies. These strategies support the bedrock values of service-learning, linking service experiences to academic outcomes and faculty development. We believe that service-learning can be an integral component of undergraduate education through its alignment with academic principles and outcomes.

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"Leadership in the many sectors of our communities comes in various shapes, forms, and styles, with diverse agendas. Faculty and staff in our educational institutions, on their fine and steady course, have understandable comfort zones that any change in expectations may disrupt. And, of course, there are perceptions, constraints, priorities, and opportunities within our educational institutions and communities that can add both high interest and complications in a dialogue about how to serve the common good."

— Tessa Martinez Pollack
*Campus-Community Collaborations**

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*_Campus-Community Collaborations_ is published by Campus Compact National Center for Community Colleges, September 1996.

Case Studies

"Service-learning involves the academic core of the college, which is the faculty. By aligning service with academic outcomes and community benefits, service-learning offers long-term campus-community collaborations."

— Terry Pickeral
Campus-Community Collaborations

Journey to a Shifting Paradigm

by
Donna K. Duffy

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Professor Simas has been teaching at Somewhere Community College (SCC) for the past ten years. Throughout this time she has experimented with several different approaches for presenting ideas and has thought a lot about how to create the best learning environment for her classroom. Recently Professor Simas and her colleagues have had many conversations centering on the pressures of teaching at a community college in the 1990s. Faculty must adjust to diverse classrooms and new technologies; students must cope with work demands, family commitments, and a plethora of social issues. At SCC a large percentage of students enter with reading, writing, and mathematical skills far below the twelfth grade level. They are anxious to complete a degree quickly but become frustrated when they realize they need to take remedial courses. Overwhelmed students at SCC often become discouraged and begin to question their value as learners. The administration pushes for more retention of students and demands clear policies on assessment of student learning. Professor Simas and other faculty experience an ongoing tension in maintaining academic standards while honoring the needs and demands of their diverse student population. Feeling burned out after coping with these multiple stressors for several years, Professor Simas received a sabbatical to investigate innovative ways to structure her courses and to renew her enthusiasm for teaching. While reviewing the latest journals in her content area, Professor Simas read an article on the approach of service-learning in which students link community service, academic content, and structured reflection. She liked the idea of students being actively involved in their communities; she wondered how service-learning projects could enhance the classrooms of the 1990s. Professor Simas thought about many of the recent initiatives in higher education, such as critical thinking, multiculturalism, collaborative learning, interdisciplinary connections, technology, continuous quality improvement, and classroom assessment. Most of these initiatives question the effectiveness of the traditional lecture format and raise new issues regarding what students should learn and how to measure student learning most effectively. Barr and Tagg (1995) suggest that a paradigm shift is underway in higher education from instruction to learning. In the new paradigm, the focus is on learning environments, the construction of knowledge, the active learning of students, and the facilitative role of faculty. There is more emphasis on collaborative learning among students and an appreciation for learning environments beyond the

classroom setting. Service-learning fits in effectively with the learning paradigm; it provides a way to translate the essence of the paradigm into concrete situations. Professor Simas decided she was now in the middle of a paradigm shift in her own thinking. What aspects would she keep and what aspects would she change? She realized that uncertainty and conflict are frequent companions while going through a paradigm shift. However, by questioning and revising assumptions about the classroom, teachers can engage in transformative learning, learning that Cranton (1996, p. 2) says "occurs when an individual has reflected on assumptions or expectations about what will occur, has found these assumptions to be faulty, and has revised them (Cranton, 1994a; Mezirow, 1991)." Professor Simas and her colleagues know they must adjust to the diversity of their classrooms; they must reflect on present assumptions, reject incorrect expectations, and revise their approaches to meet new student needs. By introducing service-learning into her class, Professor Simas might create a relevant way for students to construct knowledge and provide an opportunity to promote transformative learning in herself and in others.

Yet Professor Simas wondered how service-learning would fit in with some of the more standard views of teaching. Does it align with the principles of effective teaching that she had researched a few years ago? In studies by Chickering and Gamson (1987), Katz and Henry (1988), and Angelo (1993), four principles of effective teaching are common to all of their lists: focus on active rather than passive learning, a recognition of individual styles of learning, encouragement of communication among students and providing an avenue for student-faculty interaction, and opportunities for early and frequent feedback on learning success.

Certainly, service-learning fits with the principle of active rather than passive learning. Students would be in various settings in the community and able to share concrete experiences in the classroom. Similarly, the second principle of recognition of individual styles of learning applies since students will have a variety of learning environments rather than the classroom setting alone. Students from other cultures, or adults returning to college after working for several years, may be more comfortable in the community than in the classroom. Since many students at SCC are below grade level in academic skills, they often have experienced failure in conventional educational settings and are insecure in their role as learners. Community agencies provide more multidimensional ways to demonstrate learning. The spatial or kinesthetic skills that are rarely tapped in a classroom may be critical for success in certain other settings. Students who see their abilities valued in a different environment may gain more confidence as learners and be more willing to persevere in improving their academic skills back in the classroom.

As Professor Simas pondered the third principle of effective teaching (communication among students and student-faculty interaction), she considered having students work in teams of two or three at sites in the community. Teams could report individual impressions in journals, and these could be discussed in weekly group reflection sessions. The course could include activities such as a

group journal, role plays, brainstorming, and interviews. The interaction of students would be a central feature of the course; Professor Simas began to look forward to the new ideas and challenges that would be generated from students' experiences in community service.

The fourth principle of effective teaching, opportunities for early and frequent feedback of success in learning, could be implemented in a service course in a variety of ways. Students in the course would receive frequent feedback in class discussions and more immediate feedback at the community sites. Professor Simas thought about an activity where students could monitor their own learning. Early in the semester students would draw a concept map, with an individual from a site in the center of the map. As the semester progressed, students would draw lines showing new connections from the individual to concepts learned in the class. These concept maps would provide a record of the connections between content and experience that evolved over the course of the semester documenting the interplay of feedback and learning.

Professor Simas was encouraged that the service-learning approach was supported by principles of effective teaching, but she began to question how much service-learning would require her to readjust her unique style of teaching. Experimenting with different approaches to learning can be energizing, yet it also requires risk taking and flexibility on the part of the teacher. Reinsmith (1992) proposes eight archetypal styles of teaching at the college level that vary along a continuum of increasing individualization of learning and interaction between professor and student. Depending upon one's position, the risk factor of introducing service-learning into the classroom varies. If you are at the teacher-centered end of the continuum, the adjustment will be greater than if your style falls along the student-centered end. Garvin (1991) suggests that using a more active and student-centered approach in classrooms requires focusing on three fundamental steps that he calls "shifts."

> The successful practice of discussion teaching--or for that matter, any other form of education aimed at active learning--requires three fundamental shifts. The first is a shift in the balance of power: from an autocratic classroom, where the instructor is all-powerful, to a more democratic environment, where students share in decision making. The second is a shift in the locus of attention from concern for the material alone to an equal focus on content, classroom process, and the learning climate. The third is a shift in instructional skills: from declarative explanations rooted in analytical understanding and knowledge of subject matter, to questioning, listening, and responding, which draw equally on interpersonal skills and a sensitivity to group development (p. 10).

Through experimenting with different pedagogies in her ten years of teaching, Professor Simas gradually has been creating a classroom that is more active, democratic, and responsive to questions and discussion. She reasons that expanding learning opportunities beyond the classroom wall is a logical next step. However, as she reorganizes her course, another question emerges. What *is* unique about the learning that occurs when students, faculty, and the community interact?

Altman (1996) suggests that "we carefully assess society's needs now and in the future and that we reshape our educational activities to meet the emerging needs of the decades to come" (p. 374). He proposes a model from the University of Utah that specifies three domains of knowledge. The first, foundational knowledge, includes "content concepts, theories, history and methodology of a discipline" and "cross-disciplinary knowledge intended to broadly educate students" (p. 374). The second, professional knowledge, encompasses techniques and content in a field. The third, socially responsive knowledge, aims to educate students about problems in society and to help students develop skills for solving social problems through experiences in the community. Altman encourages faculty to value all three types of knowledge; he recommends service-learning as an approach that effectively incorporates concepts and techniques of a discipline with concrete problem solving in the community. Although Professor Simas has discussed social problems in her classes for many years, she has not thought about socially responsive knowledge as a separate category. However, as described by Altman, this is the unique knowledge generated when students, faculty, and the community intersect.

Professor Simas reflected again on the underlying tension between maintaining academic standards and adjusting to the needs of a diverse classroom. Socially responsive knowledge clearly was important, but how could she possibly add more material to her course when students were already overwhelmed? At the same time, she remembered that one of the factors contributing to her present burnout was frustration about students' minimal levels of understanding as measured on final exams. Perhaps it was time to stand back and rethink her goals; what really was most important for students to know at the end of her course?

Langer (1989, 1993), Perkins (1992) and Gardner (1991) each discuss the phenomenon of acquiring knowledge; they all agree on the necessity of considering any problem from several perspectives in order to reach genuine understanding. Langer (1993) encourages a practice of "mindfulness," explaining mindfulness as

> an open, creative, probabilistic state of mind in which the individual might be led to finding differences among things thought similar and similarities among things thought different . . . a process in which one views the same situation from several perspectives. Rather than rushing headlong from questions to answers, we seek out other vantage points when we are mindful. An answer from one

> perspective may raise questions from another (p. 44).

Gardner (1991) supports this viewpoint when he defines genuine understanding as the capacity to take information and concepts and to apply them to new situations for which that knowledge is appropriate; he maintains that it is more important that students truly understand a few things rather than have a superficial grasp of many things.

Professor Simas is in agreement with Langer's idea of mindfulness and Gardner's view of genuine understanding. These perspectives align with Altman's approach on types of knowledge and provide enough support for Professor Simas to feel more confident in reworking her course goals to focus on selected material using multiple perspectives and applications. Providing a service-learning project will encourage students to consider more viewpoints as they deal with various individuals at community agencies, and it will allow them to apply course knowledge to concrete situations in the community.

As a result of her sabbatical, Professor Simas redesigned her course and integrated service-learning projects during the next year. She struggled to help her students harvest the learning from their service experiences in ways that would lead to deeper understanding of themselves and their role in society. Professor Simas felt energized by the insights and questions students were bringing into the classroom, but she worried about whether she was capturing the complexity of the learning taking place in the new settings. For example, Professor Simas observed that many students in her class who handed in excellent papers about their service experiences were rated as average by supervisors at the community agencies. In contrast, many of the students who received mediocre grades on their papers were evaluated as outstanding by site supervisors. How often do faculty miss important changes in students because of the limited ways in which they evaluate learning?

As Professor Simas was pondering these questions, she received a call from Bob Kelly, the chair of the assessment committee at SCC. Bob and other faculty members had heard about her sabbatical project; they asked if she would present course materials to members of the assessment committee at their next meeting. Committee members were particularly interested in the answers to two questions: What is the value of service-learning as a pedagogy? How can one document the learning outcomes for the college's assessment committee and administration?

Professor Simas anticipates that she can support the value of service-learning to the assessment committee by referring to the following:

- the paradigm shift in higher education supporting learning environments beyond the classroom (Barr & Tagg, 1995)
- the connection between service-learning and accepted principles of effective teaching (Chickering & Gamson, 1987; Katz & Henry, 1986; Angelo, 1993)
- the importance of valuing socially responsive knowledge (Altman, 1996)

- the need to consider multiple perspectives in developing genuine understanding (Langer, 1989, 1993; Perkins, 1992; Gardner, 1991)

Professor Simas feels more anxious as she contemplates the second question of how the learning outcomes can be documented for the college's assessment committee. She is still pondering that question herself, but she knows that the committee members want clear answers with data to support them. What approaches will make sense to the more skeptical professors on the committee? What will she say to the old guard at SCC who often dismiss innovations as educational fads that threaten the academic integrity of higher education?

She decides to begin with a discussion of her assessment philosophy. She agrees with Wlodkowski and Ginsberg (1995) that the "essential purpose of assessment is to engender competence" (p. 231) and therefore follows three norms. First, the "assessment process is connected to the learner's world, frames of reference, and values" (p. 237). Second, "demonstration of learning includes multiple ways to represent knowledge and skills and allows for attainment of outcomes at different points in time," and third, "self-assessment is essential to the overall assessment process" (p. 239).

Professor Simas created a grid in which she listed her objectives for the course, the activities for reaching these objectives, and the assessment techniques for measuring whether objectives had been met. She used this grid to document the learning outcomes in her course.

Students in Professor Simas' course developed process folios (Gardner, 1993) in which they reflected on what they learned, how this learning fit into the broader social context, and what they learned about themselves as learners. Professor Simas selected her student Barry's process folio and shared the contents with the committee.

- Exams: demonstrating Barry's mastery of content in the course.
- Reflection activities: illustrating ways in which Barry had linked service experiences to course content and social issues. These activities emphasized multiple ways to demonstrate knowledge and included a concept map, photo essay, interview, short papers, and case presentations.
- Cooperative team projects: showing ways in which Barry and members of his team had brainstormed, engaged in role plays, and presented ideas to the class.
- Journal entries: documenting changes in Barry's views about the service site, the course, and himself during the semester.
- Final paper: providing an integration of Barry's varied learning experiences throughout the semester.
- Assessment summaries: assessment forms from the supervisor of the service site, members of Barry's cooperative learning team, and a self-assessment explaining how effectively Barry contributed in different learning environments.

Members of the assessment committee were impressed with the variety of methods that Professor Simas used to measure student learning in her classroom; they could see how the course connected to the student's world and how it valued different frames of reference.

Such a course was more likely to engender competence in the diverse students now at SCC, and it was also more effective in preparing them for the changing workforce.

As they were walking out of the meeting, some members began to question their own assumptions about learning and to wonder whether they were missing something by staying within the walls of their classrooms. One professor remarked, "Maybe service-learning *is* an avenue worthy of further exploration."

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"The true test of service-learning and service partnerships is in the experience of those who care, those who do, those who help, and those who are helped. It is in the eyes of a student who begins to understand and reflect on the meaning of caring."

— Jacqueline Taylor and John Kingsmore
Campus-Community Collaborations

Cultivating the Spirit of Service

by
Robert W. Franco

Kapi'olani Community College
Honolulu, Hawaii

Kapi'olani launched its service-learning program in January 1995. Recently, thirty faculty participated in our second Service-Learning Summer Institute. Our service-learning program is student-focused, faculty-driven, and administration-sponsored.

Faculty actively promote the Jeffersonian concept of service as the civic responsibility of an educated citizenry, and the exploration of Asian-Pacific cultural conceptions of service. A professor of American history is using service-learning to enhance his teaching. Some students work with Honolulu's elderly through Project Dana (Dana is the Sanskrit term for "selfless giving" and is incorporated into both Buddhism and Confucianism). One student working and gathering the life history of an elder Chinese-American learns about the powerful role of Hawaii's labor unions in shaping our multicultural community. Another student working and gathering the life history of an elder Japanese-American learns about Japanese-American heroism in World War II, and the Japanese-American internment experience. The service-learning assignment is going very well.

One day other voices of service begin to stir. As part of their service-learning assignment, a Vietnam veteran wants to reflect on his military service and a Gulf War veteran wants to reflect on hers. Two individuals active in student government want to reflect on their service to the campus community. Another individual wants to reflect on her tutoring service in the Learning Center. ***Should the professor accept these activities as meeting the service-learning requirement?***

An anthropology professor actively promotes Jeffersonian and Asian-Pacific cultural concepts of service in her curriculum and pedagogy. Students work with the homeless, the elderly, HIV-infected and HIV-affected individuals, and the severely disabled. Students find that each of these groups have "shared norms, values, beliefs, and symbols," and question whether these groups have distinct *cultures*. Hawaiian and Samoan students want to reflect on their traditional and contemporary service to their extended families. ***How does the anthropologist respond?***

Discussion

Participants clearly saw that the history professor would be pleased with the service-learning experience of his students working with the Chinese-American and Japanese-American elders. Participants then grappled with the question of whether the professor should allow the Vietnam and Gulf War veterans to reflect on their past military service as a

service-learning assignment. The overall group consensus was that the professor should encourage the veterans to serve at a local Veteran's Administration hospital or get more active in a Veteran's Affairs group and use this as the basis of their service-learning. If the veterans were reluctant to do this, then the professor should encourage them to reflect on their military service in relation to research conducted in the library. The group agreed that the service and the reflection was significant, and that faculty should always cultivate the spirit of service in their classroom instruction. Perhaps the veterans could reflect on their service in a group presentation to the class. Participants agreed that because the service occurred before the class started, it was not technically service-learning.

With respect to the student tutoring on campus, most participants felt that this was service-learning, even though it was not out in the community. The key baseline criteria then for service-learning is service and reflection connected with concurrent classroom instruction. Again, participants agreed that the role of faculty should be to encourage thoughtful reflection on the importance of service, whether or not it technically meets service-learning criteria.

The anthropologist's issues are substantially different. The first issue revolves around the classical definition of *culture*, which has two central components. First, culture is a set of shared norms, values, beliefs, and symbols. Second, this shared culture is transmitted to the next generation. Some of these groups have the first component but not the second.

The participants then focused on where these groups fit within the cultural anthropological curriculum and suggested that the anthropologist can compare the experience of these groups with racial and ethnic groups in the past.

All these groups share norms, values, beliefs, and symbols, but these values are often oppositional to dominant group values, or shaped by perceived or felt oppression from the dominant group. Shared values enhance social solidarity within oppressed groups, and this solidarity is perceived as oppositional by the dominant group which then further opposes and oppresses. As the dominant group's oppression continues, social solidarity in the oppressed groups is heightened even as their marginalization continues.

This circle of oppression, opposition, social solidarity, and marginalization continues today for a growing number of groups, not just racial and ethnic groups. Service-learning students can bring individuals in these groups in from the margins. Service-learning students can help break the circle of perceived opposition, oppression, and marginalization.

The second issue involves students providing service to their own extended families. Most participants felt that if the college was going to consistently cultivate the spirit of service, then these students should be able to complete the service-learning assignment by serving their extended families and reflecting on that service in relation to the anthropological curriculum. This might not work for all faculty in all disciplines, but it should be

an effective learning strategy in cultural anthropology.

This case study focused on the faculty role in finding creative ways to cultivate the spirit of service by being open to the diverse ways community college students have served and currently serve the community. It also focused on ways faculty can integrate meaningful community service into the existing curriculum. If the spirit of service can be cultivated on community college campuses across the country, then the civic democracy objectives of service-learning will surely be achieved. If community service can be shown to enhance the curriculum, classroom learning, and student life, then America's community colleges will play an even greater role in building a stronger civic democracy with greater appreciation and understanding of America's tremendous social and cultural diversity.

"Over time, the service-learning coordinator(s) should work with the faculty to find the best fit between a specific course curriculum and the mission and activities of a specific community organization. Coordinators should encourage faculty and students to develop their own service projects and to work in teams to solve community problems as they see and define them. This will require greater faculty commitment to project development and overall supervision, but can strongly connect specific course curriculum with service in the community. Strong and lasting partnerships often develop from this type of community collaboration."

— Robert W. Franco
Campus-Community Collaborations

Service and Social Transformation

by
Jim Glasson

Community College of Rhode Island
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Background

As I have listened to and read my students' stories of service over the years, clearly large numbers of those who engage in service-learning tell tales of transformation. They often recount how they have been personally transformed by the service experience and also often disclose that performing service transformed their relationships with their peers, their professors, and those who benefit from their service.

While I find these reports of personal and interpersonal transformation gratifying and valuable outcomes of service, I also long for more. After all, the sole purpose of service cannot be to have those who do service feel better about themselves. Service, to be of high quality, must also make the community better--that is, bring about social transformation.

In the following case study, I hope to give an example of service-learning that includes among its goals and outcomes a threefold transformation that is personal, interpersonal, and social. Quality service-learning should plan for, engage in, reflect on, and evaluate each part of the transformational goal. The following case focuses primarily on social transformation because I have found it the most challenging and elusive part of the transformational trinity to accomplish.

The Case Study

In October 1995, in my position as Director of Substance Abuse Prevention for the City of Pawtucket, Rhode Island, I received a $2,000 grant from the Rhode Island Department of Health for tobacco control and advocacy. With these funds I collaborated with two local agencies, the Rhode Island Youth Guidance Center and the SPIRIT Educational Corporation, and we developed a service project that continues today. The project involves a group of ten junior high school students who were organized and facilitated by an agency staff member and a college student who was serving as an intern. It is important to note that both the staff member and the intern were using an asset-based community development model that directed them to convene the youth group, regard them as resources, and support them as they planned and carried out the activities of the service project. This was an entirely new role for the student, who had previously engaged in community

service herself. Her new role was to assist in developing service opportunities and experiences for others.

The asset-based community development model that is the theoretical and practical basis for the service activities presented here is described in detail by John Kretzmann and John McKnight (1993). The authors identify three essential characteristics of the asset-based community development process. First, the process is asset-based. That is, it begins with capacities and resources already present in a community. This contrasts with what the authors call the deficit approach to community, which concentrates on what is lacking, needed or problematic. Second, the process is internally focused. According to Kretzmann and McKnight,

> The development strategy concentrates first of all upon the agenda-building and problem-solving capabilities of local residents, local associations and local institutions. . . . This strong and internal focus is intended simply to stress the primacy of local definition, investment, creativity, hope and control (p. 9).

Third, the process is relationship-driven. Kretzmann and McKnight point out that "one of the central challenges for asset-based community developers is to constantly build and rebuild the relationships between and among local residents, local associations, and local institutions" (p. 9).

The youth group began by conducting an assessment of all the billboards in the city of Pawtucket. The students mapped the location of all tobacco billboards, videotaped each sign, and did content analysis of both the locations of the sign and their messages and images. Using census data, they found that eighteen of the twenty-six tobacco billboards were in economically distressed areas (where, incidentally, most of the youth reside). Additionally, they found that the billboards often depicted young, vibrant people looking active and healthy, often featured people of color, and many used cartoon characters that seemed to target children. After completing this research and analysis, the youth group then videotaped a critical commentary while standing in front of the billboards.

The youth group then presented their findings to the Pawtucket Substance Abuse Prevention Task Force, the mayor, and the city council. As a result of their powerful presentation, our city council has drafted a municipal ordinance that will ban tobacco billboards in our city. This ordinance has received first passage and is about to be considered for second passage, but is now in jeopardy because of a recent Supreme Court decision that seems to protect advertisers and their commercial speech under the First Amendment. Additionally, our mayor set up a meeting for the youth group with the president of the largest outdoor advertising firm in the state. At this meeting the youth group presented their findings, and the advertising executive was so impressed with them that he offered them two free billboards in the city so they can deliver their messages about tobacco to our community. The youth group has already designed their first billboard. It includes a green frog and the message: "If you smoke, you'll croak." They plan to conduct a poster contest this fall for elementary school children, and the

winning poster will appear as the second billboard. As part of the poster contest, the youth group will be making presentations on the dangers of tobacco use to the elementary school students.

The accomplishments of the group have led to further funding to expand their efforts. They are now meeting with and training local convenience store owners and employees about laws and penalties for selling tobacco products to underage youth. The group has developed contracts that they co-sign with store owners, in which the owners pledge to refrain from illegal tobacco sales. Members of the youth group then write articles and letters to the editor about these stores in the local paper. Included in these exercises in public journalism by the youth are endorsements of the stores that comply and are considered to be responsible businesses that support youth and are good neighbors.

The success of the group is further evidenced by the fact that they were asked to be presenters this past spring at a statewide conference on youth empowerment and this summer at a national conference in Chicago on tobacco control. At the spring conference, I was proud to hear them introduce themselves as "researchers for the Pawtucket Task Force." This past June, members of the group were invited to meet with Vice President Gore during his visit to Rhode Island. Both of our congressmen had informed the Vice President's office of the group's initiatives. After a brief meeting with the Vice President, the group was presented to at least a dozen newspaper, radio, and television reporters. When a TV reporter, with cameras rolling, asked one of our fourteen-year-old young ladies why the youth group came to see the Vice President of the United States, she aptly replied, "Oh no, we didn't come to see him; he came to see us because we're doing a good job."

Reflections

1. Can you point out, from the above case, instances of:
   (A) Personal transformation
   (B) Interpersonal transformation
   (C) Social transformation
2. Think of an example of service-learning from your own experience and examine it from the perspectives of:
   (A) Personal transformation
   (B) Interpersonal transformation
   (C) Social transformation
3. One rich source for theory and concepts about transformation is current literature in the philosophy of education known as *critical pedagogy*. This work, which draws on the ideas of Paulo Freire and others, is often a minefield of intellectual jargon, so consider yourself warned. However, mines often protect valuable turf, and I have found the land of *critical pedagogy* to be very worthwhile in helping me understand transformation and service-learning.
   In a recent collection of articles, Henry Giroux and Peter McLaren (1996) discuss developing transformative teachers. They identify the essential characteristics of such teachers when they write:

   > Teachers who assume the role of transformative intellectuals

> treat students as critical agents, question how knowledge is produced and distributed, utilize dialogue, and make knowledge meaningful, critical and ultimately emancipatory (p. 303).

This quotation outlines for us some interesting reflection and evaluation questions about service-learning and transformation. These questions are:

(A) Were students treated as critical agents?

(B) Did they question how knowledge is produced and distributed?

(C) Was dialogue developed and used?

(D) Was what students learned meaningful, critical and emancipatory?

How do you think these questions apply to the case study, and how do they apply to your own example of service-learning?

4. Embedded in any attempt at social transformation are implicit and/or explicit moral and social values. Intentional social change is based upon an axiological vision that things should be better. The value centeredness of social transformation is great grist for the reflection mill.

(A) What moral and social values are the foundation of the social transformation described in the case study?

(B) Can you identify possible conflicts between these values and the values of others in the community?

(C) How can or should a community resolve conflicts within its members' moral and social values?

5. Recall the essential characteristics of asset-based community development.

- It is based upon existing resources in a community.
- It is internally focused.
- It is relationship-driven.

Let us now use these characteristics to examine the service described in the case study.

(A) What key community resources or assets did the service described tap into?

(B) Can you identify ways in which the project was internally focused?

(C) What relationship building occurred in the project?

If you use, or plan to use, the asset-based community development model for designing service-learning activities, these are important reflection and evaluation questions.

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"Well-designed service-learning projects try to match the learning goals of a particular course with identified needs in the community. At the same time, well-organized service projects designed outside the classroom to meet specific needs can also lead to the overall strengthening of service-learning programs."

— Fred Wells and Sue Borquez
Campus-Community Collaborations

A Civic and Community Development Model

by
David Lisman

Community College of Aurora
Aurora, Colorado

The College President Receives a Phone Call

Professor Marlene Watson teaches Introduction to Political Science at Corbridge Community College. She has been participating in academically based service-learning for several semesters. Ms. Watson has been concerned about the shallow nature of some of her students' service experience. She had been asking students to relate their service experience to a topic in her course, such as local governance, the federal and state role of government, and the responsibilities of the local citizens. Her students' service projects often were hit and miss. One student attended meetings of the city council and worked as an office assistant in the mayor's office. Another student did volunteer service at the state capitol.

Ms. Watson felt that having her students do these service experiences was an improvement over her previous courses that offered no service-learning. But she felt that her students still were not able to get a sufficiently in-depth understanding of the local political process. So she worked out an arrangement for her afternoon class to spend time working for several more activist neighborhood organizations. Her students participating in these projects were expected to help the organizations work on at least one community activity in which they were attempting to solve a local problem.

One of the groups was the Porter In My Back Yard (PIMBY) neighborhood organization, a low-income neighborhood. At this time, PIMBY was involved in a project to improve housing conditions for members of the neighborhood. At the time five of Ms. Watson's students started volunteering at PIMBY, the organization was focusing its energy on attempts to get some improvements done on a large apartment building. Windows were cracked and many apartments needed plumbing repairs, painting, and regulated heat, to name but a few of the problems. The main elevator had not been operating for a couple of months, and it was a four-story apartment building.

PIMBY had succeeded in getting the city to inspect the building. The city consequently notified Jim Glass, the building's owner, that he must make a number of repairs. Mr. Glass said he would make the repairs, but the improvements were proceeding at a snail's pace. PIMBY, still not satisfied, organized a meeting of the tenants of the apartment building and recommended that

they withhold their rent until Mr. Glass made the improvements.

The students in Ms. Watson's class assisted in organizing the tenants meeting. They created fliers to be posted throughout the building. And they even helped organize a protest group to visit Mr. Glass and issue their ultimatum.

At the meeting with Mr. Glass, one of the students from Ms. Watson's class, Steve Rickert, mentioned that he was a student at the Corbridge Community College and was helping the neighborhood group as part of a class project. Mr. Glass grew quite agitated and told Steve that he thought the college had no business in this affair. He asked the student which class it was, and the student told him.

The next day, President Collier called Ms. Watson. The president said that he had received an angry phone call from one of the college trustees, Jim Glass. Glass was a big contributor to the college. He was very angry that the college was involving students in a tenant controversy with one of his apartment buildings. He told the president that the business of the school was to teach students about business and politics, not to involve them in other people's business and to get involved politically. He told the president that he had better get those students out of his hair, or he was going to suspend his annual contribution to the college and take this issue to the board of trustees.

President Collier asked Ms. Watson to please remove her students from PIMBY and refrain from involving her students in activist causes.

1. What are the basic issues here?
2. What should Ms. Watson do?
3. Is this an appropriate service-learning activity for Ms. Watson's class?

THE DEAN'S DILEMMAS

by
Sue McAleavey

Mesa Community College
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Outline

This paper will analyze a particular case study where a college president is encouraging faculty's closer involvement in the community.* The dean of instruction has been charged with the promotion of such faculty involvement and intends to do this primarily via those faculty who are already involved with service-learning. However, these faculty themselves are not united philosophically and have different levels of expertise.

Objectives

1. To identify common obstacles faced by faculty in implementing different service-learning practices and to suggest strategies that can be used to address these obstacles.
2. To highlight faculty's different levels of expertise and motivations and how this may impact the choice for model of service delivery.
3. To illustrate organizational strategies to bring disparate but interested faculty and staff together in service-learning endeavors.

* This case study reflects a combination of situations seen at many different colleges and faculty known to the author primarily by providing technical assistance for a Corporation for National Service Learn and Serve grant, subgranted through the Campus Compact National Center for Community Colleges (The Faculty Role: From the Margin to the Mainstream). The characters in this case study are a composite and bear no resemblance to any one person.

Case Study

Waybright Community College

Waybright Community College (WCC) is situated in Waybright, a town on the outskirts of a large metropolitan area. Enrollment at WCC is fifteen thousand and Waybright itself has a population of 250,000. The community is solidly middle to lower middle class, and the college board reflects the generally conservative nature of this community. Two of the town council members have long been supporters of less government and more self-reliance among neighbors, and they have championed a new position, neighborhood assistance liaison, within the city government.

Andrea

The president of WCC, Andrea Wilkinson, has set about transforming her college's mission to reflect institutional change at many different levels. She has been WCC's president for two years and is described by her supporters as visionary. Dr. Wilkinson is particularly sensitive to public opinion and the community leadership at this time since there is a bond election due in a few months.

Max

Max Martinez is new to WCC and has just been appointed as the dean of instruction. Max's philosophy is congruent with Ernest Boyer's (1994), in that he believes in connecting learning to real life and using it to improve the human condition. His views are tempered, however, by his own long teaching career and experience as a department head. Dr. Wilkinson has suggested to Max that promoting service-learning initiatives may encourage community support for the bond election. Max has been informed by his peers that the leadership of WCC faculty often disagrees with Dr. Wilkinson's priorities, and they actively resist some changes they perceive as being imposed upon them.

Service-learning faculty

Four faculty at WCC currently offer service in their classes, two residential and two part-time faculty. Max meets with the two residential faculty, Kris Yin and Al Brown. Max has been told that Kris is well-respected by her peers, although she has a reputation for taking on too many commitments. Al has occupied leadership positions on campus in previous years and, while considered somewhat eccentric, is fairly well-liked by his peers. He has in the past aggravated the college administration by his voluble opposition to some of the president's initiatives. From his time with Kris and Al, Max gleans the following information:

Kris

Kris Yin is a political science instructor at WCC and has been integrating service-learning into her classes for two years. Kris has encouraged two part-time faculty to also offer service-learning in their courses and has mentored them through the process of getting started. In planning her own service-learning classes,

she has had help from the Student Services personnel and a local volunteer center, who identified schools and community sites that have willingly worked with her students.

This "placement" model of service (Langseth & Troppe, 1996) has met with considerable success. Students' writings and class discussions left no doubt in her mind that they were benefiting in all manner of ways, not the least of which was the greater enthusiasm with which they approached their writing assignments. Their journal writing indicated they were meeting many "forked roads" and developing higher-level thinking skills (Dewey, 1938). Several students each semester indicated they were considering quite different career paths, due to their service experiences. Many wrote of their stereotypes being challenged, and about 30 percent continued to serve beyond the hours required for her class. The students wrote that they saw their role in community life differently than before, and the site supervisors generally had glowing praise for her students' contributions.

However, as her own philosophy and practice of service has evolved, Kris is considering a shift from elected representatives' offices, social service agency and school placement sites to closer partnerships with neighborhood development efforts. She sits on a neighborhood development committee (put together by the city's new neighborhood assistance liaison) with several community leaders, and is interested in developing sustainable, collaborative long-term projects that will have measurable impact.

Kris had some years earlier read the *Wingspread Special Report* (Johnson Foundation, 1989), which showed that reflection for or with service recipients was reported in only 1 percent of the grant recipients' projects, and in only 4 percent was discourse encouraged among students and recipients regarding the effects and design of service. She has an increasing conviction that service-learning should be an equal partnership between those offering service and those receiving service, where the college faculty and students are invited to participate in a project defined by community members, and where all parties benefit and are consulted about the effectiveness of the partnership (Fox, 1994). Kris wishes to avoid the impression that she is sending students out to do good works *to* or *for* somebody and would like to develop one or two "core" partners (Morton, 1995) who would help to review and deliver the curriculum. In this way she and her students would be producing knowledge *with*, not *for* citizens (Sanz de Santamaria, 1996). She is having some difficulty, however, finding the time required to put together a clear project for her own classes and is frustrated by the lack of support personnel to assist in such efforts.

Kris also has an interest in developing other aspects of her service-learning courses. She wants to plan for more effective and varied class reflection activities in order to harness the different learning and expressive styles of her students and maximize learning opportunities (Bringle & Hatcher 1996; Duffy & Jones, 1995; Palmer, 1993; Silcox, 1993). Additionally, Kris strongly believes that if educators do not educate for democratic participation, democracy will cease to exist (Barber, 1993);

therefore, she wishes to further integrate discussions of students' civic responsibility into her classes. She has recently read Kraft (1996), who illustrated that despite the theoretical emphasis given to the importance of civic responsibility in service-learning endeavors, in reality there was no strong support for outcomes such as positive changes in citizenship attitudes. In order to combat this, Kris wants to pursue the disconnect that she has discovered among her own students, in that they seem to consciously separate service from citizenship. For example, they frequently respond with comments such as "Oh, I'm not political" when asked about giving voice to positions they feel strongly about by calling or writing their elected officials. Similarly, students will write and state in class that they enjoy volunteering and will continue to do so for years to come, but they seldom make the seemingly short philosophical leap to their personal responsibility in the democratic process.

Kris realizes that WCC faculty may not themselves be the best role models of citizenship, and even if they were, it is unrealistic to think that students can go through all the developmental stages that it has taken instructors a lifetime to achieve within one semester of study and service. She would like, therefore, to plan a series of service-learning classes in which students can enroll sequentially, where the instructors can design coordinated courses to reflect a developmental model of citizenship attainment. Anticipated stages would begin with an expectation that students would be "naively excited," proceed to values clarification as their assumptions are challenged, gain some insights, and move on to participation and advocacy (Delve, Mintz & Stewart, 1990).

Summary: Kris wants more time to focus on: (1) a collaborative learning project with the community as partner, (2) developing more reflection techniques for the classroom, (3) structural changes in course scheduling, necessitating a faculty team approach, in order to enhance students' understanding of the importance of citizenship, and (4) support personnel to assist.

Al

Al Brown teaches business courses at WCC. The previous semester he embarked upon a service-learning project, for the first time, by developing a partnership with the Junior Achievement program, which is designed to promote interest and acumen in business matters among school children. As a minority member himself, he wants his students to be placed in an inner-city school nearby. In this way, Al hopes that students can gain more racial tolerance, begin to develop a true service or *client* perspective that would be useful in the private sector, and appreciate the importance of reciprocal relationships. However, Al encountered some obstacles he did not foresee.

While mindful of not projecting his own values onto his students, Al did not feel that his students were gaining from the experience what he had intended. He had not fared well with the reflection component of service-learning altogether. Indeed, he knows that for many business instructors, promoting effective nontechnical reflection is perhaps the single most difficult part of service-

learning (Zlotkowski, 1996). His students struggled with their journal writing, and he had difficulty crafting thoughtful questions and relevant dilemmas. Although he does employ such techniques as collaborative learning and believes that the role of community colleges should encompass civic literacy (Mathias, 1996), the affective component of education does not come easily to Al.

Al also had trouble getting the signed volunteer acceptance forms back from students in a timely manner, so he was unclear until the middle of the semester who was doing the project. Furthermore, the Junior Achievement program does not operate on a semester schedule, so their volunteer training did not take place until four weeks into the semester. This meant that his students' service site and corresponding class assignments could not be confirmed until the sixth week, and many students were unable to complete the volunteer hours he assigned until after the semester ended.

Moreover, the fact that not all of the students could do the service-learning project, for scheduling reasons, made it difficult to address service in the context of the classroom. He struggled to find an impartial method for grading both those students who do the service-learning and those who do not. Additionally, some students performed well at the site but have turned in superficial journals, while others were unreliable about their attendance at the site but have turned in superior reflections. This created further grading dilemmas for Al.

Added to all this is the fact that Kris Yin, whom he respects as a faculty leader in service-learning, has recently been claiming that such *charity* models of service are inappropriate and encourage paternalism and dependency. This project also created more work than he anticipated and, to address this, he has attempted to interest other business faculty as potential partners, but so far without success. Ultimately, Al is ambivalent about continuing with his service-learning project unless he receives some support.

Summary: Al needs help in: (1) identifying a site or sites that will operate within a semester framework, (2) clarifying grading criteria (for himself and students), (3) guiding his students in discipline-relevant reflective journal writing and classroom reflection, (4) clarifying his own style of service-learning, and (5) gaining collegial support.

Dilemmas

1. Should Dean Martinez encourage Kris' pursuit of a new, potentially risky, collaborative model of service-learning at a time when the community's support and good opinion of the college is crucial? What role should the external community play in these initiatives?
2. How can Dean Martinez help Al and Kris to address the multiple learning objectives characteristic of service-learning initiatives (e.g., cognitive, civic, ethical, cross-cultural)? Indeed, should he endorse faculty's attempts to embrace all aspects of such multifaceted benefits?
3. How can Dean Martinez facilitate support for Al and encourage teamwork, especially given Al's

historical mistrust of the college administration?

4. What strategies can be employed to harness the interest of more faculty in service-learning, especially when there may not be unanimity in their interpretation of what service-learning is or should be?

Possible Solutions

Dilemma No. 1 - *Should Dean Martinez encourage Kris's pursuit of a new, potentially risky, collaborative model of service-learning at a time when the community's support and good opinion of the college is crucial? What role should the external community play in these initiatives?*

Dean Martinez may choose to do the following:

- Ask Kris to develop a team-teaching situation with a qualified community member who has community-building expertise, perhaps someone who sits on the Neighborhood Development Committee (NDC). This person could be paid as an adjunct faculty member at minimal cost to the college and could act as a liaison between Kris and the community to help establish a collaborative project.
- Offer the college as a site for this committee to meet, in order to encourage more college involvement.
- Encourage the Community Education director to attend the NDC and identify ways of offering courses designed to meet the needs of actual and potential neighborhood leaders.
- Pursue grant opportunities through WCC's Research and Development office, specifically to fund faculty service-learning teams who can assist each other in solving problems as they arise.
- Personally attend the NDC for a while to ensure that the college's role is perceived favorably, and thereby anticipate any potential negative political ramifications from Kris's projects.
- Forge a School-to-Work connection. Since the issue of service-learning's capacity to increase marketable skills and clarify career choices is particularly relevant for WCC, a connection with School to Work would maximize resources. WCC has School-to-Work monies through a grant award. WCC's Career Development office could similarly become involved in offering expertise and staff support. Encourage representatives from these areas to get involved with the NDC.

Dilemma No. 2 - *How can Dean Martinez help Al and Kris to address the multiple learning objectives characteristic of service-learning initiatives (e.g., cognitive, civic, ethical, cross-cultural)? Indeed, should he endorse faculty's attempts to embrace all aspects of such multifaceted benefits?*

Dean Martinez may choose to do the following:

- Invite representatives from the Campus Compact National Center for Community Colleges, the American Association of Community Colleges, and a community college member of the Invisible College to the campus to (1) lend credibility to service-learning, (2) focus on issues

such as realistic outcomes, and (3) create strategies to avoid feelings of being overwhelmed. In this way, Max could facilitate discussion about priority outcomes of service-learning and include Student Services personnel who have shown interest in the past and could be supportive.

- Call a late afternoon luncheon meeting of all interested faculty (residential and part-time) and specific community partners. Part of the dialogue can be the overlap of needs for sites, faculty, and students, so that everyone has shared and realistic expectations.
- Offer seminars through the Multicultural Department to connect experiential learning with the need to educate the workforce of the twenty-first century about multiculturalism.
- Investigate monies for Kris to be given release time and/or be assisted by a graduate student from the nearby state university to enable her to develop a handbook for faculty on classroom reflection. Work with Kris and her department head to establish a reasonable workload.
- Invite the League of Women Voters to campus to give workshops on voter participation. Building on this, service-learning faculty could assign students to find out who their elected representatives are at all levels of government.
- Ask Kris and/or her Political Science colleagues to invite a WCC student intern from a senator's office to address classes about how things work when constituents call. This presentation could be videotaped and the workshop could include: (1) students identifying their elected representatives, (2) the art of writing letters to these representatives and (3) role-playing the placement of a phone call to their offices.

Dilemma No. 3 - *How can Dean Martinez facilitate support for Al and encourage teamwork, especially given Al's historical mistrust of the college administration?*

Dean Martinez may choose to do the following:

- Talk with Al's department head to determine (1) the level of trust between her and Al and (2) to what extent Al may be receptive to her or Max's involvement.
- Pursue ways of building trust with all faculty.
- Promote service-learning within the Business Department, through the Cooperative Education program, from the perspective of discipline-based experiential education.
- Provide opportunities for faculty to recognize and celebrate the accomplishments of Al and others who are innovative.
- Provide opportunities for Kris and Al to establish more cross-discipline teamwork (see also Dilemma No. 4 responses).
- Encourage the Student Services personnel to promote involvement by student government officers or student club members who could assist in developing sites, for a minimal stipend. Specifically, student workers could work with sites to determine if they can offer

training and placement to coincide with a semester framework.

- Provide overload hours to pay a part-time Business faculty member to work with Al. Ask Al and Kris to develop a flier to put in adjunct faculty mailboxes to promote interest.
- Speak with the department heads of adjunct faculty from Counseling and Philosophy. A counselor, trained in techniques of reflection, could establish faculty's desired outcomes and assist in conducting classroom reflection. An ethics professor could assist Al with reflection questions to relate to business, ethical, and moral dilemmas.
- Perhaps a community behavioral health site could host a workshop for faculty, at WCC, on communication strategies to heighten the reflective techniques of service-learning.

Dilemma No. 4 - *What strategies can be employed to harness the interest of more faculty in service-learning, especially when there may not be unanimity in their interpretation of what service-learning is or should be?*

Dean Martinez may choose to do the following:

- Conduct a faculty survey to determine who may be interested in experiential education and community based pedagogy. Identify faculty who are using collaborative learning and experiential learning and personally invite them to a workshop on service-learning.
- Start a Community Involvement Committee and ask members to: (1) develop a variety of models of service delivery to fit different levels of faculty motivation and expertise, (2) promote tolerance of all types of involvement and motivations, (3) promote a faculty service day, and (4) invite community partners to sit on the same committee.
- Develop a service-learning library from grant monies to help faculty deepen their understanding and expertise. Try to establish a service-learning book club.
- Seek videotapes by John Kretzmann and John McKnight on the role of higher education in community building and thereby educate faculty as to (1) how institutions of higher learning have become chroniclers of social woes without supplying corresponding solutions, and (2) how they can assist in combining teaching and learning with community asset building. Invite community workers and the town council members who championed the new neighborhood assistance liaison to enrich the discussion.
- Widely advertise all relevant WCC workshops and service-learning national conferences, and seek financial support from the president to send faculty to conferences.
- Ask Student Services and student helpers to organize van trips to encourage faculty to think of the potential for discipline-relevant learning outside the classroom.
- Encourage the Student Services coordinator of student clubs to request permission to present information to interested faculty members' classes on their Into the Streets service days. By encouraging

other forms of community service involvement, promote greater tolerance for different models of service.

- Strategize with involved faculty on ways of sustaining professional growth in service-learning and how to support one another and clarify the ideological perspectives that underlie service.
- Design internal proposals for small stipends to stimulate faculty teaming up to work on service-learning projects.

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"The reality is that by working together, you create more opportunity to appreciate the good that comes from the education community and the return it gives taxpayers, students, and the community. Many of these good things can be shared, enhanced, and celebrated. These positive outcomes are the reasons people want to come and live and work and become part of this particular environment."

— Larry Christiansen
Campus-Community Collaborations

Biographies of the Authors

"A window of opportunity has opened for the collaborations of community colleges and National Service Network programs that can be seen in the public's push for educational reform and the reinvention of government. This window opens at a time when community colleges are faced with the challenges of limited resources and at a moment when technology is changing our society to its very essence. Never before have we been in such a place. We must share resources and transform our response by drawing on our talented and diverse community to provide leadership and solve problems together."

— Liz Newport
Campus-Community Collaborations

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Donna Killian Duffy is Professor of Psychology and Co-coordinator of the Activating Learning in the Classroom (ALC) program at Middlesex Community College, Bedford and Lowell, Massachusetts. She earned her bachelor's degree (1970) in Psychology at Wheaton College (Massachusetts) and her Ph.D. in Psychology (1976) at Washington University (Missouri). She has published several articles on the ALC program and has written a book, *Teaching Within the Rhythms of the Semester*, with co-author Janet W. Jones. In 1991, she received an International Award for Teaching Excellence presented by the International Conference on Teaching Excellence at Austin, Texas, and student and administrative awards for teaching excellence at Middlesex Community College.

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Pamela Edington is the Dean of Social Science and Human Services at Middlesex Community College (MCC) in Massachusetts. In addition to her administrative role, she initiated and helps guide MCC's service-learning program. She currently co-chairs the advisory board of the Massachusetts Campus Compact. Pamela writes and speaks frequently about service-learning. She holds a master's degree in Sociology from the University of Notre Dame.

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Robert Franco is an Associate Professor of Anthropology and Assistant to the Dean of Instruction at Kapi'olani Community College (KCC), University of Hawaii. He has four times been nominated for the Excellence in Teaching Award, and chaired both the Curriculum Committee and Faculty Senate. He was also Director of KCC's American Association of Community Colleges Kellogg-Beacon project, Beyond the Classroom: International Education and the Community College.

Currently, he is Director for KCC's Corporation for National Service Learn and Serve/AACC project, Integrating Service-Learning into a Multicultural Writing Curriculum. He also directs KCC's Center for Disease Control/AACC project, Bridging Beyond the Classroom: Service Learning for Total Health and HIV Prevention, as well as the college's SEAMS projects. Bob coordinates Tech Prep activities involving four community colleges and twenty-one high schools on the island of Oahu.

Jim Glasson

Jim Glasson is a Professor of Philosophy and Sociology at the Community College of Rhode Island, where he has taught for twenty years. He is one of five community college faculty members nationally to be selected to participate in a project called The Faculty Role: From the Margin to the Mainstream, which is funded by the Corporation for National Service. As part of the grant, Professor Glasson has been visiting various community colleges and assisting them with the development of their service-learning programs.

Additionally, he works as a community organizer in his position as Director of Substance Abuse Prevention for the City of Pawtucket, Rhode Island. In this position, he oversees an AmeriCorps program that has twenty-eight Corpsmembers and a Learn and Serve K-12 community-based program that operates in a public housing development.

C. David Lisman

C. David Lisman has both bachelor's and master's degrees in Philosophy from Baylor University and a Ph.D. in educational policy studies from the University of Wisconsin at Madison. He has taught Philosophy and Foundations of Education at a number of colleges and universities. He currently is a full-time instructor in Philosophy at the Community College of Aurora (CCA), Aurora, Colorado, with an extended administrative contract as Director of the Community Involvement Program.

Dr. Lisman founded CCA's Community Involvement Program that now includes a number of community outreach programs. He has been a community college leader in the service-learning movement. In addition to his work in The Faculty Role: From the Margin to the Mainstream project, Dr. Lisman participated in the American Association of Community Colleges (AACC) Kellogg-Beacon project, Promoting Civic Responsibility Through the Curricular Integration of Ethics and Service-Learning, in which he mentored faculty at various community colleges.

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Sue McAleavey is Director of the Center for Public Policy and Service at Mesa Community College in Mesa, Arizona, which has received two national awards since its inception in 1992. She has incorporated service-learning into her sociology and social work courses since 1993. A native of Great Britain, Sue received her bachelor's degree (honors) in Sociology from Sheffield University, Great Britain, in 1978. She is also certified in Reality Therapy/Control Theory.

Since coming to the United States, Sue has worked as a social worker in an inner-city school district, has been a consultant to residential treatment and anger management programs, and has assumed leadership positions in a voluntary capacity in a variety of

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Campus Compact National Center for Community Colleges Mission

The Campus Compact National Center for Community Colleges, established in 1990, has a dual mission. First, it serves as a national advocate for community colleges to sustain service-learning as a national movement. Second, it serves member organizations and others in the promotion and implementation of community service as a means of improving teaching and learning to the benefit of students and the communities in which they serve.

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